GOSHEN
COLLEGE
BULLETIN

A Cappella Chorus Plans Easter Tour

Itinerary includes Michigan, Ontario, New York, Pennsylvania, and Ohio.

A chorus program which is easy to listen to and yet which maintains a high quality of musical excellence is the aim of Professor Dwight Weldy as he prepares the Goshen College A Cappella Chorus for their annual tour during Easter vacation.

Much behind-the-scenes work is necessary to produce a program which meets Director Weldy's standards, and the fifty-seven students who will make the tour must spend many hours in practice sessions. Even such well-known hymns as "Gott ist die Liebe" need to be rehearsed with precision.

Their itinerary includes: Mar. 26, Ashley, Mich.; Mar. 27, Pigeon, Mich.; Mar. 28, Ailsa Craig, Ont.; Mar. 29, Tavistock and Kitchener, Ont.; Mar. 30, St. Jacobs, Ont.; Mar. 31, Morningside, Ont.; April 1, Croghan, N.Y.; April 2, Clarence Center, N.Y.; April 3, Corry, Pa.; April 4, Louisville, Ohio; April 5, Walnut Creek and Orrville, Ohio; April 6, West Liberty, Ohio.

Plans are also being made for the Collegiate Chorus to tour churches in Illinois and Iowa.

PROFESSOR DWIGHT WELDY, who will direct the fifty-seven-voice A Cappella Chorus on their twelve-day Easter tour, has served on the Goshen College music faculty since 1948.

Does the College Emphasize Teaching or Research?

Do Head Professors Teach Freshman and Sophomore Students?

What Is the Student-Faculty Ratio?

BY CARL KREIDER

Goshen Is a Small College

Because Goshen College has enjoyed a remarkable growth over its sixty-five-year history and because it is carefully planning for still further growth in the future, there has been a tendency on the part of some to think that Goshen College is now a large, impersonal institution where the individual student feels lost in a mob of disinterested fellow students and faculty. Nothing could be further from the truth. Goshen College has always been a small college, and even after the planned expansion of our facilities is completed, it will still remain a small institution.

There are various types of institutions of higher education in the United States today. About twenty-five are large universities. With various schools like medicine, law, engineering, agriculture, arts and sciences, and commerce, the smallest of these universities now have enrollments of 10,000 and the largest have enrollments that exceed 40,000 full-time students.

There are also about ninety medium-sized universities which have enrollments varying from 2,000 to 10,000 students. There are sixty-three technological institutions with an average enrollment of 2,740. Teachers' colleges, numbering 136, average 1,450 students. Finally, there are 582 colleges of liberal arts with an average enrollment of 890 students for each college.

GOSHEN TEACHERS can maintain close contact with their students. Lamarr Kopp is shown above with his elementary German class.

The full-time enrollment at Goshen College this year is 703 students. This means that we are still somewhat smaller than the average of all colleges of our type. The Study Commission on Mennonite Higher Education a few years ago estimated that Goshen's enrollment may reach 1,300 by 1970. This, of course, is considerably higher than the present average for all liberal arts colleges, but it is fair to assume that by 1970 other liberal arts colleges will also have expanded considerably.

What makes a college a "small" college? Is it a college where every student knows every other student personally? If so, only institutions with about 350 students or less would qualify. Such institutions have a definite place in the higher education program of our country and of our church but they have one very important drawback: Either they must offer a very limited program of courses or they will be very expensive for the student or for the supporting body.

I would like to suggest that instead of looking at the total number of students as the only measure of whether a college is small or large we should look instead at the following three things:

1. Does the college emphasize teaching or research? All good colleges will place some emphasis on both of these important services. The large school, however, almost always places more emphasis on research. This research is very expensive, and unless the institution has enormous support from industry or the government, funds which are channeled into research sometimes result in lower amounts of money for teaching. Classes tend to be very large and intimate student-faculty contact is lost, except for the favored few who may be assisting in research. At Goshen, however, the main emphasis is on good teaching.

2. Do the head professors teach freshman and sophomore students, or do they confine their teaching to the postgraduates and upperclassmen? In the larger schools the beginning students only rarely have any contact with the experienced teachers, even in large classroom situations. The beginning students tend to be taught by young instructors or in many cases by graduate students who are teaching part time as they continue their studies. At Goshen College, on the other hand, the best-trained and most experienced teachers will teach some freshman and sophomore classes as well as upper classes.

3. What is the student-faculty ratio? Although some very large institutions have fairly small student-faculty ratios this is an outgrowth of the fact that many professors do very little teaching but spend most of their time on research. Most medium and large institutions have high student-faculty ratios because they have large classes. Goshen's ratio is at present only 12 to 1. Although this unusually low ratio will likely be increased somewhat as our student body continues to expand, we plan to keep it low in order that the close contact between faculty and students which has always characterized Goshen may continue.

Goshen is, and plans to remain, a small college!

Student Aid Committee

Financial Aid at Goshen College

BY JOHN LEHMAN

"Time will never weaken my gratitude to Goshen College for the scholarship it has given me," wrote a student from Illinois. After receiving financial assistance, another student from Canada commented, "Without this financial help it would be impossible for me to attend Goshen College."

Goshen College believes that the cost of an education is primarily the responsibility of the student and his family. We are aware, however, that there are promising students who should prepare themselves for service in the church and in society, but who cannot receive sufficient financial aid to do so. For this reason Goshen College does attempt to administer a rather modest financial aid program.

During the first semester of this school year 163 students received $18,633 in scholarships, loans, and other forms of student aid. In addition to this direct financial aid, about 200 students earned a total of $9,000 to $10,000 this semester through campus employment. Off-campus employment and borrowing from other sources is also necessary for many students to finance the cost of their education.

The Federal government has had an interest for some time in giving financial aid to education. In September, 1958, Congress passed a bill authorizing the Federal government to make funds available for colleges to loan to worthy and needy students. Repayment and interest on such loans do not begin until one year after the borrower graduates or ceases to be a full-time student. The borrower then arranges for annual payments to be made over a ten-year period (payments may be accelerated). Interest is at 3 per cent annually on the unpaid balance. For those who go into public secondary or elementary school teaching, the government will cancel 50 per cent of the amount borrowed at the rate of 10 per cent a year for each year of full-time teaching. This liberal aid program should help many students complete their college education.

New students applying for financial aid at Goshen College during the 1959-60 school year, should apply to the President's office before June 1.

PRESIDENT MININGER SAYS:

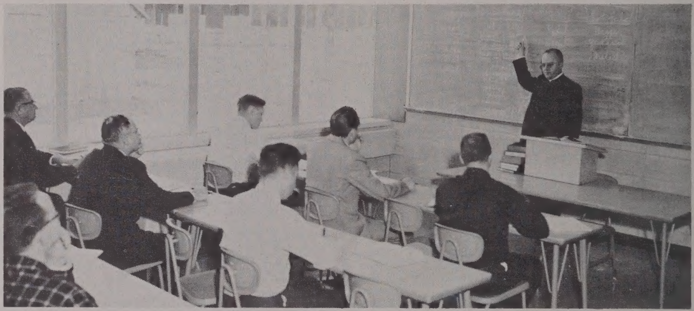
"Goshen College is a Christian community in which teachers and students are seeking to know the truth, to understand it in terms of Jesus Christ, and to use it in the service of God."

Goshen College was brought into existence by the church and is an instrument by which the church carries out its work in the world. The task of the church is essentially twofold: Christian missions and Christian education. Through Christian missions the church witnesses to the Gospel throughout the world, brings men to new life through faith in Jesus Christ and establishes churches. Through Christian education the church brings persons to maturity of faith and leads them to express, in all of their relationships, the cultural implications of the lordship of Jesus Christ.

The church uses many different agencies to help carry out its task of Christian education. Among the more significant agencies are the following: the Christian home, the teaching agencies of the local church, Christian youth organizations, voluntary service activities, Christian elementary schools and Christian high schools.

The Christian college has come to fill an increasingly important place in the educational program of the church. It is designed to serve that group of young people who have abilities and potentialities which enable them to profit from higher education. The Christian college is a community in which teachers and students deliberately and systematically fellowship together in seeking to know the truth, to understand it in terms of Jesus Christ, and to use it in the service of God. The Christian college can be a great asset to the church since it has the opportunity of influencing young people, who, because of their ability and training, are most likely to become leaders in the church and community. It seeks to educate young people so that they will bring to their tasks a dedicated and disciplined mind, a dynamic Christian faith, and a clear sense of Christian mission.

Seminary Acquires Accreditment and Moves into New Building



GOSHEN'S BIBLICAL SEMINARY recently passed two significant milestones. On December 5, the high quality academic work of the seminary was recognized with full accreditation by the American Association of Theological Schools. And on January 26, second-semester classes began meeting regularly in the new seminary building (pictured above).

GOSHEN COLLEGE BULLETIN

Christian Life Conference

Theme: The Christian and His Vocation

Schedule: February 6-8 Goshen College

Speakers:
Samuel Wolgemuth
J. Lawrence Burkholder
Don Smucker

Mr. & Mrs. Melvin Gingerich
405 Marilyn Avenue
Goshen, Indiana

Vol. LIII **February, 1959—Goshen, Ind.** **No. 2**

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GOSHEN
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YPCA MOVES FORWARD

In the next few days, Marlin Wenger of Paradise, Pa., will take up responsibilities as the new president of the Goshen College YPCA. Chosen in all-school elections last month, he and his co-workers will head Goshen's largest student organization with more than 500 members.

The Young Peoples Christian Association sponsors an impressive list of activities. On campus, they strive for Christian growth. Off campus, students are afforded many opportunities for Christian service.

Take for example, the experience of a certain Goshen College junior who was trying to help a little girl at the Elkhart Rehabilitation Center regain speaking ability. This student spent hours just pointing at objects and reciting their proper names. Week after week passed by with little progress evident. Finally, after six months of persistent effort the little girl said her first word!

Twenty-four Goshen College students take part each week in this and similar work with handicapped children, serving both in Elkhart and Goshen. And this is only one of the many phases of the YPCA program.

Another stimulating piece of Christian service has been done through a church-extension project in an underprivileged area of South Bend. Each Sunday morning, more than a dozen Goshen students make the thirty-mile drive (sixty for a round trip), to help in this work. At one place, where the YPCA began services last year with only one family, the attendance has now grown to thirty, and steps are being taken to secure a permanent building for the ongoing work.

"Student Forum," is the name of a new campus venture of the YPCA which has met with excellent response among students. On Student Forum nights, the students hold their own Sunday evening service to consider questions of direct application to Christian young people.

Working with Children at the Elkhart Rehabilitation Center is a regular YPCA assignment for Nancy Litwiller, Carlock, Ill. Thirteen other Goshen students assist at the center each week.

New YPCA Officers are pictured above (l. to r.) Treasurer, Earl Sears, Washington, Ill.; Secretary, Doris Zook, West Liberty, O.; President, Marlin Wenger, Paradise, Pa.; and Vice-President, Mary Jean Yoder, Goshen, Ind.

DEVELOPMENT PROGRAM COMPLETES FIRST YEAR

Much Has Been Accomplished Financially and Spiritually

One year ago Goshen College launched its Development Program after the way had been prepared through much prayer, careful planning, and counsel with many representatives of our church conferences, boards, congregations and alumni. At the end of this first year it is well to review the objectives and achievements of the program.

The objectives of the program can be summarized in five points:

1. To give all our friends information about the teaching mission of Goshen College, showing its relationship to the total life and witness of the Mennonite Church.
2. To promote Christian stewardship, place it on a high spiritual plane, and encourage increased giving to all aspects of the church program.
3. To promote planned giving. This includes planning the total church program with its financial implications and demonstrating methods and values of making advanced, planned commitments in its support.
4. To recruit the active services of laymen in the program of stewardship and in promoting the cause of Christian higher education.
5. To increase the financial support of Goshen College in order that she might fulfill her responsibilities to the church and community.

Not all of these objectives were fully realized in every congregation or group of alumni. However, the measure of success in each case seems more than ample reward for every effort put forth. Our church and alumni have come to a better understanding of the significant place Goshen College fills in the total life and witness of our brotherhood. The whole church has become alive to the challenge of real Christian stewardship and planned giving. Laymen have found new and vital avenues of Christian service. Sufficient funds have been forthcoming to meet Goshen's minimum needs.

We rejoice in these accomplishments and thank all who helped make them possible. We realize however, that much work remains to be done in the future.

- Our local communities, as well as our relief and mission fields, are demanding more and more trained and dedicated personnel. Goshen College must expand to meet this need, and do her part in providing Christian young people with the knowledge and skills demanded by our world today.
- The rising sense of Christian stewardship needs to be kept on a high spiritual plane and to be directed so that our entire church program can be adequately supported. Only as we keep the local congregational program, missions, relief, education and publication in proper balance can we expect our world-wide witness to be most effective.
- There is evident need for further planning in our giving. Too many regulate their giving by the amount left after all other needs and desires

Contributions and subscriptions received in the Church Phase totaling $580,799 have made it possible for Goshen College to go ahead with its building program including the Chapel-Classroom Building (at left) and the Seminary Building now in use (below).

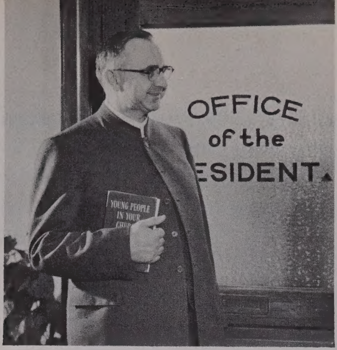
are met, instead of gauging it by income. Giving must be first and by plan. A flat tire on Saturday should not affect our Sunday offering.

- The excellent lay support of the Development Program has demonstrated what our laymen can and will do for the financial program of the church. We need their continued counsel, direction, and support.
- While giving to Goshen College has increased through the splendid co-operation of our friends, it is still only about two thirds of what Goshen College needs to maintain an adequate program.
- Those who gave only a cash gift in 1958, but preferred not to subscribe for 1959 and 1960, can greatly help by giving an equal or greater amount this year and next. Those who subscribed for three years can make their declared intention a reality by prompt and regular remittances.

We at Goshen College feel a great responsibility as we undertake the task assigned us by our church, and as workers together with God. We will continue to move forward in our teaching mission as we are blessed of God, and as we receive your support in prayer, counsel, and finances.

"And God is able to make all grace abound toward you; that ye, always having all sufficiency in all things, may abound to [provide in abundance for] every good work" (II Cor. 9:8).

J. MARVIN NAFZIGER
J. L. BURKHOLDER



PRESIDENT MININGER SAYS:

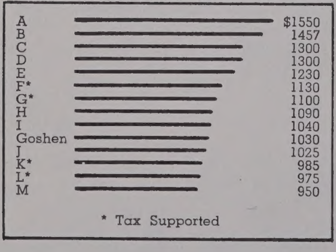
Quality Education Is Expensive

Operating the educational program at Goshen College is becoming more and more expensive each year. Creeping inflation is one of the main reasons for this. With the purchasing power of the dollar growing smaller each year, we have had to increase our income just to maintain the program of the previous year.

Other factors have also called for increased income. New buildings have been added to meet the demands of a growing student body. And each new building adds significantly to our operating expenses.

Improvements have been made in the quality of the educational program. New courses enrich the educational offerings, but they also cost money. A wide variety of educational materials and equipment are essential for effective instruction but they are often expensive. Enrichment of the program means more courses, more faculty, more books for the library, more laboratory equipment, and more money.

1958-59 Inclusive fees (tuition, board and room) at representative accredited colleges in areas served by Goshen.



The emphasis at Goshen College upon Personnel Services to the student also increases the cost of education. This year a Pastor to Students was added to the faculty. His work is an essential part of our total program.

A large percentage of the operating budget is paid out for salaries. Each of the past two years the salaries have been increased significantly although they continue to be relatively low. They should be increased again next year.

Each new student brings additional income to the College. But it must also be remembered that the student pays only 80 per cent of the cost of his education. The College must therefore raise at least $150 for each full-time student who is enrolled. Thus a growing student body actually increases the amount of contributed funds needed to subsidize the program.

To meet these increased costs the Mennonite Church, Goshen alumni, and the Indiana community have increased their contributions to the operating budget. However, the student and his family are primarily responsible for these costs and the inclusive fee for resident students at Goshen College (tuition, board, and room) will be $550 per semester next year. This is $35 per semester more than during the current year.

Comparing the cost of education at Goshen College with those of other accredited colleges shows that our fees are still relatively low. The table below makes this comparison with colleges like Pennsylvania State University, Elizabethtown, Wittenberg, Bluffton, Ohio State University, Earlham, Purdue, Manchester, Illinois Wesleyan, University of Illinois, Iowa Wesleyan, Bethel (Kans.), and Friends University. Many of these colleges are increasing their fees from $100 to $200 next year.

Goshen College is eager to serve every young person who wants to attend the College and who can profit thereby. We do not want any student to discontinue his college work because of the increase in our fees. We are therefore increasing our student-aid program for next year.

GOSHEN COLLEGE BULLETIN

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"The College Teacher: 1959"

Goshen College Bulletin

Vol. LIII May, 1959 No. 7

The Alumni Newsletter

Why This Special Issue?

As you read this issue of the Alumni Newsletter you will join more than two million others in forming the largest college-trained audience ever reached by a single periodical in American publishing history.

Goshen College is participating in this cooperative venture because in doing so we can share with you the work of some of America's leading educational journalists, and this at a very nominal price. The editors of this 16 page supplement are listed on the last page.

The subject of this special issue is—The College Teacher: 1959. We believe Goshen alumni will profit by looking at the faculty problem as it appears to the educators across the nation. In many respects Goshen's task of securing and keeping a high quality faculty involves the same difficulties as are encountered at Harvard or Columbia or Ohio State.

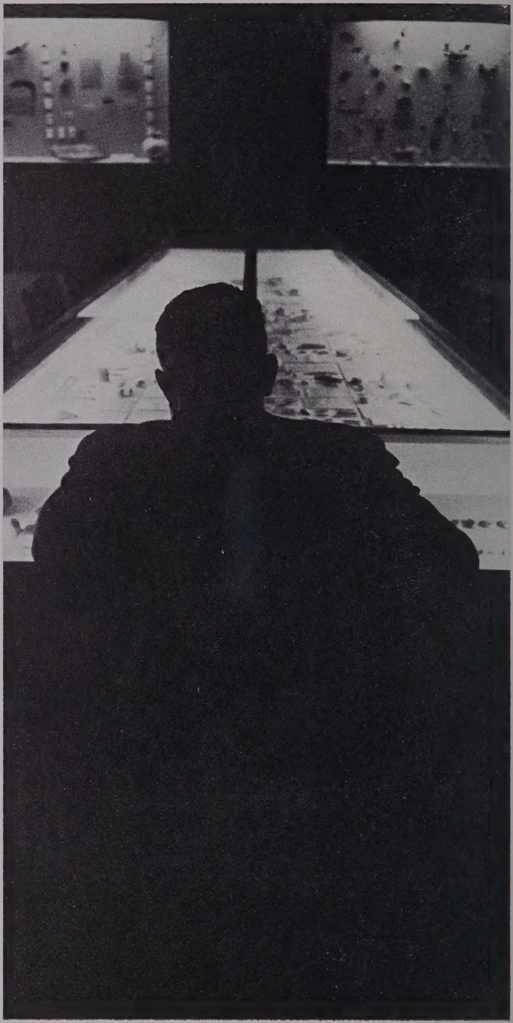
But while there are similarities, in many respects the picture at Goshen College is distinctively different than that portrayed for you in the following pages. The whole attitude and approach of the Goshen faculty shows the stamp of Christian faith which is not clearly seen in this report.

This means, among other things, that the prospective Goshen teacher must not only have the proper academic qualifications but must also evidence adequate spiritual resources for the task. Furthermore, while other colleges complain that their teachers are overloaded, at Goshen College the faculty members often carry a long list of church responsibilities besides meeting all the demands of the regular academic program.

Thus, the picture at Goshen is different. And in some ways this makes the shortage of faculty resources even more acute. But in other ways our Christian faith serves to overcome the usual stumbling blocks. There is a sincere Christian motivation which brings many persons to the Goshen College faculty in spite of a full awareness that their income will be limited and their work almost unlimited. The quality of the faculty at Goshen is not tied so closely to the size of faculty salaries as it is in many other schools.

All these differences must be kept in mind as you look at the pictures and read the text of this report. We are trusting your judgment to discern those points where Goshen College holds a position which disagrees with that portrayed in the following pages.

But in so far as Goshen College has some share in the plight of hundreds of other colleges and universities in this country, we believe that you will be challenged and informed by reading this carefully documented story about—The College Teacher: 1959.



VOL. LIII, NO. 7 GOSHEN COLLEGE BULLETIN MAY, 1959
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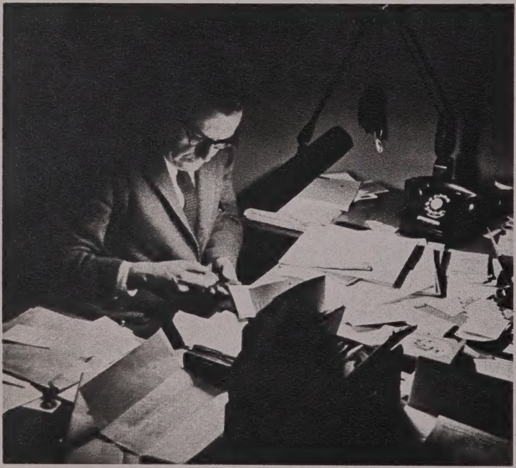
"If I were sitting here and the whole outside world were indifferent to what I was doing, I would still want to be doing just what I am."

I'VE ALWAYS FOUND IT SOMEWHAT HARD TO SAY JUST WHY I CHOSE TO BE A PROFESSOR.

There are many reasons, not all of them tangible things which can be pulled out and explained. I still hear people say, "Those who can, do; those who can't, teach." But there are many teachers who *can*. They are teachers because they have more than the usual desire to communicate. They are excited enough about something to want to tell others, have others love it as they love it, tell people the *how* of something, and the *why*.

I like to see students who will carry the intellectual spark into the world beyond my time. And I like to think that maybe I have something to do with this.



THERE IS A CERTAIN FREEDOM IN THIS JOB, TOO.

A professor doesn't punch a time clock. He is allowed the responsibility of planning his own time and activities. This freedom of movement provides something very valuable—time to think and consider.

I've always had the freedom to teach what I believe to be true. I have never been interfered with in what I wanted to say—either in the small college or in the large university. I know there have been and are infringements on academic freedom. But they've never happened to me.

I LIKE YOUNG PEOPLE.
I REGARD MYSELF AS YOUNG.

I'm still eager about many of the things I was eager about as a young man. It is gratifying to see bright young men and women excited and enthusiastic about scholarship. There are times when I feel that I'm only an old worn boulder in the never-ending stream of students. There are times when I want to flee, when I look ahead to a quieter life of contemplation, of reading things I've always wanted to read. Then a brilliant and likeable human being comes along, whom I feel I can help—and this makes it all the more worthwhile. When I see a young teacher get a start, I get a vicarious feeling of beginning again.

"We may always be running just to keep from falling behind. But the person who is a teacher because he wants to teach, because he is deeply interested in people and scholarship, will pursue it as long as he can." —LOREN C. EISELEY

THE CIRCUMSTANCE is a strange one. In recent years Americans have spent more money on the trappings of higher education than ever before in history. More parents than ever have set their sights on a college education for their children. More buildings than ever have been put up to accommodate the crowds. But in the midst of this national preoccupation with higher education, the indispensable element in education—the teacher—somehow has been overlooked.

The results are unfortunate—not only for college teachers, but for college *teaching* as well, and for all whose lives it touches. If allowed to persist, present conditions could lead to so serious a decline in the excellence of higher education that we would require generations to recover from it.

Among educators, the problem is the subject of current concern and debate and experiment. What is missing, and urgently needed, is full public awareness of the problem—and full public support of measures to deal with it.

HERE IS A TASK for the college alumnus and alumna. No one knows the value of higher education better than the educated. No one is better able to take action, and to persuade others to take action, to preserve and increase its value. Will they do it? The outlines of the problem, and some guideposts to action, appear in the pages that follow.

WILL WE RUN OUT OF COLLEGE TEACHERS?

No; there will always be someone to fill classroom vacancies. But quality is almost certain to drop unless something is done quickly

WHERE WILL THE TEACHERS COME FROM?

The number of students enrolled in America's colleges and universities this year exceeds last year's figure by more than a quarter million. In ten years it should pass six million—nearly double today's enrollment.

The number of teachers also may have to double. Some educators say that within a decade 495,000 may be needed—more than twice the present number.

Can we hope to meet the demand? If so, what is likely to happen to the quality of teaching in the process?

"Great numbers of youngsters will flood into our colleges and universities whether we are prepared or not," a report of the Carnegie Foundation for the Advancement of Teaching has pointed out. "These youngsters will be taught—taught well or taught badly. And the demand for teachers will somehow be at least partly met—if not with well-prepared teachers then with ill-prepared, if not with superior teachers then with inferior ones."

MOST IMMEDIATE is the problem of finding enough qualified teachers to meet classes next fall. College administrators must scramble to do so.

"The staffing problems are the worst in my 30 years' experience at hiring teaching staff," said one college president, replying to a survey by the U.S. Office of Education's Division of Higher Education.

"The securing and retaining of well-trained, effective teachers is the outstanding problem confronting all colleges today," said another.

One logical place to start reckoning with the teacher shortage is on the present faculties of American colleges and universities. The shortage is hardly alleviated by the fact that substantial numbers of men and women find it necessary to leave college teaching each year, for largely financial reasons. So serious is this problem—and so relevant is it to the college alumnus and alumna—that a separate article in this report is devoted to it.

The scarcity of funds has led most colleges and universities to seek at least short-range solutions to the teacher shortage by other means.

Difficulty in finding young new teachers to fill faculty vacancies is turning the attention of more and more administrators to the other end of the academic line, where tried and able teachers are about to retire. A few institutions have modified the upper age limits for faculty. Others are keeping selected faculty members on the payroll past the usual retirement age. A number of institutions are filling their own vacancies with the cream of the men and women retired elsewhere, and two organizations, the Association of American Colleges and the American Association of University Professors, with the aid of a grant from the Ford Foundation, have set up a "Retired Professors Registry" to facilitate the process.

Old restraints and handicaps for the woman teacher are disappearing in the colleges. Indeed, there are special opportunities for her, as she earns her standing alongside the man who teaches. But there is no room for complacency here. We can no longer take it for granted that the woman teacher will be any more available than the man, for she exercises the privilege of her sex to change her mind about teaching as about other matters. Says Dean Nancy Duke Lewis of Pembroke College: "The day has passed when we could assume that every woman who earned her Ph.D. would go into college teaching. She needs something positive today to attract her to the colleges because of the welcome that awaits her talents in business, industry, government, or the foundations. Her freedom to choose comes at a time when undergraduate women particularly need distinguished women scholars to

inspire them to do their best in the classroom and laboratory—and certainly to encourage them to elect college teaching as a career."

Some hard-pressed administrators find themselves forced to accelerate promotions and salary increases in order to attract and hold faculty members. Many are being forced to settle for less qualified teachers.

In an effort to attract and keep teachers, most colleges are providing such necessities as improved research facilities and secretarial help to relieve faculty members of paperwork and administrative burdens, thus giving faculty members more time to concentrate on teaching and research.

In the process of revising their curricula many colleges are eliminating courses that overlap one another or are considered frivolous. Some are increasing the size of lecture classes and eliminating classes they deem too small.

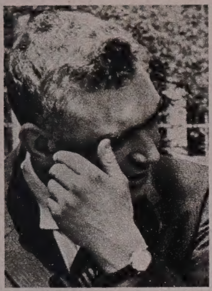
Finally, somewhat in desperation (but also with the firm conviction that the technological age must, after all, have something of value to offer even to the most basic and fundamental exercises of education), experiments are being conducted with teaching by films and television.

At Penn State, where televised instruction is in its ninth semester, TV has met with mixed reactions. Students consider it a good technique for teaching courses with large enrollments—and their performance in courses employing television has been as good as that of students having personal contact with their teachers. The reaction of faculty members has been less favorable. But acceptance appears to be growing: the number of courses offered on television has grown steadily, and the number of faculty members teaching via TV has grown, also.

Elsewhere, teachers are far from unanimity on the subject of TV. "Must the TV technicians take over the colleges?" asked Professor Ernest Earnest of Temple University in an article title last fall. "Like the conventional lecture system, TV lends itself to the sausage-stuffing concept of education," Professor Earnest said. The classroom, he argued, "is the place for testing ideas and skills, for the interchange of ideas"—objectives difficult to attain when one's teacher is merely a shadow on a fluorescent screen.

The TV pioneers, however, believe the medium, used properly, holds great promise for the future.

For the long run, the traditional sources of supply for college teaching fall far short of meeting the demand. The Ph.D., for example, long regarded by many colleges and universities as the ideal "driver's license" for teachers, is awarded to fewer than 9,000 persons per year. Even if, as is probable, the number of students enrolled in Ph.D. programs rises over the next



few years, it will be a long time before they have traveled the full route to the degree.

Meanwhile, the demand for Ph.D.'s grows, as industry, consulting firms, and government compete for many of the men and women who do obtain the degree. Thus, at the very time that a great increase is occurring in the number of undergraduates who must be taught, the supply of new college teachers with the rank of Ph.D. is even shorter than usual.

"During each of the past four years," reported the National Education Association in 1958, "the average level of preparation of newly employed teachers has fallen. Four years ago no less than 31.4 per cent of the new teachers held the earned doctor's degree. Last year only 23.5 per cent were at this high level of preparation."

HERE ARE SOME of the causes of concern about the Ph.D., to which educators are directing their attention:

▶ The Ph.D. program, as it now exists in most graduate schools, does not sufficiently emphasize the development of teaching skills. As a result, many Ph.D.'s go into teaching with little or no idea how to teach, and make a mess of it when they try. Many who don't go into teaching might have done so, had a greater emphasis been laid upon it when they were graduate students.

▶ The Ph.D. program is indefinite in its time requirements: they vary from school to school, from department to department, from student to student, far more than seems warranted. "Generally the Ph.D. takes at least four years to get," says a committee of the Association of Graduate Schools. "More often it takes six or seven, and not infrequently ten to fifteen. . . . If we put our heads to the matter, certainly we ought to be able to say to a good student: 'With a leeway of not more than one year, it will take you so and so long to take the Ph.D.' "

▶ "Uncertainty about the time required," says the Association's Committee on Policies in Graduate Education, "leads in turn to another kind of uncertainty—financial uncertainty. Doubt and confusion on this score have a host of disastrous effects. Many superior men, facing unknowns here, abandon thoughts about working for a Ph.D. and realistically go off to law or the like. . . ."

ALTHOUGH ROUGHLY HALF of the teachers in America's colleges and universities hold the Ph.D., more than three quarters of the newcomers to college and university teaching, these days, don't have one. In the years ahead, it appears inevitable that the proportion of Ph.D.'s to non-Ph.D.'s on America's faculties will diminish.

Next in line, after the doctorate, is the master's degree.

For centuries the master's was "the" degree, until, with the growth of the Ph.D. in America, it began to be moved into a back seat. In Great Britain its prestige is still high.

But in America the M.A. has, in some graduate schools, deteriorated. Where the M.A.'s standards have been kept high, on the other hand, able students have been able to prepare themselves, not only adequately but well, for college teaching.

Today the M.A. is one source of hope in the teacher shortage. "If the M.A. were of universal dignity and good standing," says the report of the Committee on Policies in Graduate Education, ". . . this ancient degree could bring us succor in the decade ahead. . . .

"The nub of the problem . . . is to get rid of 'good' and 'bad' M.A.'s and to set up generally a 'rehabilitated' degree which will have such worth in its own right that a man entering graduate school will consider the possibility of working toward the M.A. as the first step to the Ph.D. . . ."

One problem would remain. "If you have a master's degree you are still a mister and if you have a Ph.D., no matter where it is from, you are a doctor," Dean G. Bruce Dearing, of the University of Delaware, has said. "The town looks at you differently. Business looks at you differently. The dean may; it depends on how discriminating he is."

The problem won't be solved, W. R. Dennes, former dean of the graduate school of the University of California at Berkeley, has said, "until universities have the courage . . . to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

A point for parents and prospective students to remember—and one of which alumni and alumnae might remind them—is that counting the number of Ph.D.'s in a college catalogue is not the only, or even necessarily the best, way to judge the worth of an educational institution or its faculty's abilities. To base one's judgment solely on such a count is quite a temptation, as William James noted 56 years ago in "The Ph.D. Octopus": "The dazzled reader of the list, the parent or student, says to himself, 'This must be a terribly distinguished crowd—their titles shine like the stars in the firmament; Ph.D.'s, Sc.D.'s, and Litt.D.'s bespangle the page as if they were sprinkled over it from a pepper caster.' "

The Ph.D. will remain higher education's most honored earned degree. It stands for a depth of scholarship and productive research to which the master has not yet addressed himself so intensively. But many educational leaders expect the doctoral programs to give more emphasis to teaching. At the same time the master's degree will be strengthened and given more prestige.

In the process the graduate schools will have taken a long step toward solving the shortage of qualified college teachers.

SOME OF THE CHANGES being made by colleges and universities to meet the teacher shortage constitute reasonable and overdue reforms. Other changes are admittedly desperate—and possibly dangerous—attempts to meet today's needs.

The central problem is to get more young people interested in college teaching. Here, college alumni and alumnae have an opportunity to provide a badly needed service to higher education and to superior young people themselves. The problem of teacher supply is not one with which the college administrator is able to cope alone.

President J. Seelye Bixler, of Colby College, recently said: "Let us cultivate a teacher-centered point of view. There is tragedy as well as truth in the old saying that in Europe when you meet a teacher you tip your hat, whereas over here you tap your head. Our debt to our teachers is very great, and fortunately we are beginning to realize that we must make some attempt to balance the account. Money and prestige are among the first requirements.

"Most important is independence. Too often we sit back with the comfortable feeling that our teachers have all the freedom they desire. We forget that the payoff comes in times of stress. Are we really willing to allow them independence of thought when a national emergency is in the offing? Are we ready to defend them against all pressure groups and to acknowledge their right to act as critics of our customs, our institutions, and even our national policy? Evidence abounds that for some of our more vociferous compatriots this is too much. They see no reason why such privileges should be offered or why a teacher should not express his patriotism in the same outworn and often irrelevant shibboleths they find so dear and so hard to give up. Surely our educational task has not been completed until we have persuaded them that a teacher should be a pioneer, a leader, and at times a nonconformist with a recognized right to dissent. As Howard Mumford Jones has observed, we can hardly allow ourselves to become a nation proud of *machines* that think and suspicious of any *man* who tries to."

By lending their support to programs designed to improve the climate for teachers at their own colleges, alumni can do much to alter the conviction held by many that teaching is tolerable only to martyrs.

WHAT PRICE DEDICATION?

Most teachers teach because they love their jobs. But low pay is forcing many to leave the profession, just when we need them most

EVERY TUESDAY EVENING for the past three and a half months, the principal activity of a 34-year-old associate professor of chemistry at a first-rate midwestern college has centered around Section 3 of the previous Sunday's *New York Times*. The *Times*, which arrives at his office in Tuesday afternoon's mail delivery, customarily devotes page after page of Section 3 to large help-wanted ads, most of them directed at scientists and engineers. The associate professor, a Ph.D., is job-hunting.

"There's certainly no secret about it," he told a recent visitor. "At least two others in the department are looking, too. We'd all give a lot to be able to stay in teaching; that's what we're trained for, that's what we like. But we simply can't swing it financially."

"I'm up against it this spring," says the chairman of the physics department at an eastern college for women. "Within the past two weeks two of my people, one an associate and one an assistant professor, turned in their resignations, effective in June. Both are leaving the field —one for a job in industry, the other for government work. I've got strings out, all over the country, but so far I've found no suitable replacements. We've always prided ourselves on having Ph.D.'s in these jobs, but it looks as if that's one resolution we'll have to break in 1959–60."

"We're a long way from being able to compete with industry when young people put teaching and industry on the scales," says Vice Chancellor Vern O. Knudsen of UCLA. "Salary is the real rub, of course. Ph.D.'s in physics here in Los Angeles are getting $8–12,000 in industry without any experience, while about all we can offer them is $5,500. Things are not much better in the chemistry department."

One young Ph.D. candidate sums it up thus: "We want to teach and we want to do basic research, but industry offers us twice the salary we can get as teachers. We talk it over with our wives, but it's pretty hard to turn down $10,000 to work for less than half that amount."

"That woman you saw leaving my office: she's one of our most brilliant young teachers, and she was ready to leave us," said a women's college dean recently. "I persuaded her to postpone her decision for a couple of months, until the results of the alumnae fund drive are in. We're going to use that money entirely for raising salaries, this year. If it goes over the top, we'll be able to hold some of our best people. If it falls short. . . I'm on the phone every morning, talking to the fund chairman, counting those dollars, and praying."

THE DIMENSIONS of the teacher-salary problem in the United States and Canada are enormous. It has reached a point of crisis in public institutions and in private institutions, in richly endowed institutions as well as in poorer ones. It exists even in Catholic colleges and universities, where, as student populations grow, more and more laymen must be found in order to supplement the limited number of clerics available for teaching posts.

"In a generation," says Seymour E. Harris, the distinguished Harvard economist, "the college professor has lost 50 per cent in economic status as compared to the average American. His real income has declined substantially, while that of the average American has risen by 70–80 per cent."

Figures assembled by the American Association of University Professors show how seriously the college teacher's economic standing has deteriorated. Since 1939, according to the AAUP's latest study (published in 1958), the purchasing power of lawyers rose 34 per cent, that of dentists 54 per cent, and that of doctors 98 per cent. But at the five state universities surveyed by the AAUP, the purchasing power of teachers in all ranks rose only 9 per cent. And at twenty-eight privately controlled institutions, the purchasing power of teachers' salaries *dropped* by 8.5 per cent. While nearly everybody else in the country was gaining ground spectacularly, teachers were losing it.

The AAUP's sample, it should be noted, is not representative of all colleges and universities in the United States and Canada. The institutions it contains are, as the AAUP says, "among the better colleges and universities in the country in salary matters." For America as a whole, the situation is even worse.

The National Education Association, which studied the salaries paid in the 1957–58 academic year by more than three quarters of the nation's degree-granting institutions and by nearly two thirds of the junior colleges, found that half of all college and university teachers earned less than $6,015 per year. College instructors earned a median salary of only $4,562—not much better than the median salary of teachers in public elementary schools, whose economic plight is well known.

The implications of such statistics are plain.

"Higher salaries," says Robert Lekachman, professor of economics at Barnard College, "would make teaching a reasonable alternative for the bright young lawyer, the bright young doctor. Any ill-paid occupation becomes something of a refuge for the ill-trained, the lazy, and the incompetent. If the scale of salaries isn't improved, the quality of teaching won't improve; it will worsen. Unless Americans are willing to pay more for higher education, they will have to be satisfied with an inferior product."

Says President Margaret Clapp of Wellesley College, which is devoting all of its fund-raising efforts to accumulating enough money ($15 million) to strengthen faculty salaries: "Since the war, in an effort to keep alive the profession, discussion in America of teachers' salaries has necessarily centered on the minimums paid. But insofar as money is a factor in decision, wherever minimums only are stressed, the appeal is to the underprivileged and the timid; able and ambitious youths are not likely to listen."

PEOPLE IN SHORT SUPPLY:

WHAT IS THE ANSWER?

It appears certain that if college teaching is to attract and hold top-grade men and women, a drastic step must be taken: salaries must be doubled within five to ten years.

There is nothing extravagant about such a proposal; indeed, it may dangerously understate the need. The current situation is so serious that even doubling his salary would not enable the college teacher to regain his former status in the American economy.

Professor Harris of Harvard figures it this way:

For every $100 he earned in 1930, the college faculty member earned only $85, in terms of 1930 dollars, in 1957. By contrast, the average American got $175 in 1957 for every $100 *he* earned in 1930. Even if the professor's salary is doubled in ten years, he will get only a

TEACHERS IN THE MARKETPLACE

$70 increase in buying power over 1930. By contrast, the average American is expected to have $127 more buying power at the end of the same period.

In this respect, Professor Harris notes, doubling faculty salaries is a modest program. "But in another sense," he says, "the proposed rise seems large indeed. None of the authorities . . . has told us where the money is coming from." It seems quite clear that a fundamental change in public attitudes toward faculty salaries will be necessary before significant progress can be made.

FINDING THE MONEY is a problem with which each college must wrestle today without cease.

For some, it is a matter of convincing taxpayers and state legislators that appropriating money for faculty salaries is even more important than appropriating money for campus buildings. (Curiously, buildings are usually easier to "sell" than pay raises, despite the seemingly obvious fact that no one was ever educated by a pile of bricks.)

For others, it has been a matter of fund-raising campaigns ("We are writing salary increases into our 1959–60 budget, even though we don't have any idea where the money is coming from," says the president of a privately supported college in the Mid-Atlantic region); of finding additional salary money in budgets that are already spread thin ("We're cutting back our library's book budget again, to gain some funds in the salary accounts"); of tuition increases ("This is about the only private enterprise in the country which gladly subsidizes its customers; maybe we're crazy"); of promoting research contracts ("We claim to be a privately supported university, but what would we do without the AEC?"); and of bargaining.

"The tendency to bargain, on the part of both the colleges and the teachers, is a deplorable development," says the dean of a university in the South. But it is a growing practice. As a result, inequities have developed: the teacher in a field in which people are in short supply or in industrial demand—or the teacher who is adept at "campus politics"—is likely to fare better than his colleagues who are less favorably situated.

"Before you check with the administration on the actual appointment of a specific individual," says a faculty man quoted in the recent and revealing book, *The Academic Marketplace*, "you can be honest and say to the man, 'Would you be interested in coming at this amount?' and he says, 'No, but I would be interested at *this* amount.' " One result of such bargaining has been that newly hired faculty members often make more money than was paid to the people they replace—a happy circumstance for the newcomers, but not likely to raise the morale of others on the faculty.

"We have been compelled to set the beginning salary of such personnel as physics professors at least $1,500 higher than salaries in such fields as history, art, physical education, and English," wrote the dean of faculty in a state college in the Rocky Mountain area, in response to a recent government questionnaire dealing with salary practices. "This began about 1954 and has worked until the present year, when the differential perhaps may be increased even more."

Bargaining is not new in Academe (Thorstein Veblen referred to it in *The Higher Learning*, which he wrote in

1918), but never has it been as widespread or as much a matter of desperation as today. In colleges and universities, whose members like to think of themselves as equally dedicated to all fields of human knowledge, it may prove to be a weakening factor of serious proportions.

Many colleges and universities have managed to make modest across-the-board increases, designed to restore part of the faculty's lost purchasing power. In the 1957–58 academic year, 1,197 institutions, 84.5 per cent of those answering a U.S. Office of Education survey question on the point, gave salary increases of at least 5 per cent to their faculties as a whole. More than half of them (248 public institutions and 329 privately supported institutions) said their action was due wholly or in part to the teacher shortage.

Others have found fringe benefits to be a partial answer. Providing low-cost housing is a particularly successful way of attracting and holding faculty members; and since housing is a major item in a family budget, it is as good as or better than a salary increase. Oglethorpe University in Georgia, for example, a 200-student, private, liberal arts institution, long ago built houses on campus land (in one of the most desirable residential areas on the outskirts of Atlanta), which it rents to faculty members at about one-third the area's going rate. (The cost of a three-bedroom faculty house: $50 per month.) "It's our major selling point," says Oglethorpe's president, Donald Agnew, "and we use it for all it's worth."

Dartmouth, in addition to attacking the salary problem itself, has worked out a program of fringe benefits that includes full payment of retirement premiums (16 per cent of each faculty member's annual salary), group insurance coverage, paying the tuition of faculty children at any college in the country, liberal mortgage loans, and contributing to the improvement of local schools which faculty members' children attend.

Taking care of trouble spots while attempting to whittle down the salary problem as a whole, searching for new funds while reapportioning existing ones, the colleges and universities are dealing with their salary crises as best they can, and sometimes ingeniously. But still the gap between salary increases and the rising figures on the Bureau of Labor Statistics' consumer price index persists.

HOW CAN THE GAP BE CLOSED?

First, stringent economies must be applied by educational institutions themselves. Any waste that occurs, as well as most luxuries, is probably being subsidized by low salaries. Some "waste" may be hidden in educational theories so old that they are accepted without question; if so, the theories must be re-examined and, if found invalid, replaced with new ones. The idea of the small class, for example, has long been honored by administrators and faculty members alike; there is now reason to suspect that large classes can be equally effective in many courses—a suspicion which, if found correct, should be translated into action by those institutions which are able to do so. Tuition may have to be increased—a prospect at which many public-college, as well as many private-college, educators shudder, but which appears justified and fair if the increases can be tied to a system of loans, scholarships, and tuition rebates based on a student's or his family's ability to pay.

Second, massive aid must come from the public, both in the form of taxes for increased salaries in state and municipal institutions and in the form of direct gifts to both public and private institutions. Anyone who gives money to a college or university for unrestricted use or earmarked for faculty salaries can be sure that he is making one of the best possible investments in the free world's future. If he is himself a college alumnus, he may consider it a repayment of a debt he incurred when his college or university subsidized a large part of his own education (virtually nowhere does, or did, a student's tuition cover costs). If he is a corporation executive or director, he may consider it a legitimate cost of doing business; the supply of well-educated men and women (the alternative to which is half-educated men and women) is dependent upon it. If he is a parent, he may consider it a premium on a policy to insure high-quality education for his children—quality which, without such aid, he can be certain will deteriorate.

Plain talk between educators and the public is a third necessity. The president of Barnard College, Millicent C. McIntosh, says: "The 'plight' is not of the faculty, but of the public. The faculty will take care of themselves in the future either by leaving the teaching profession or by never entering it. Those who care for education, those who run institutions of learning, and those who have children—all these will be left holding the bag." It is hard to believe that if Americans—and particularly college alumni and alumnae—had been aware of the problem, they would have let faculty salaries fall into a sad state. Americans know the value of excellence in higher education too well to have blithely let its basic element—excellent teaching—slip into its present peril. First we must rescue it; then we must make certain that it does not fall into disrepair again.

Some Questions for Alumni and Alumnae

▶ Is your Alma Mater having difficulty finding qualified new teachers to fill vacancies and expand its faculty to meet climbing enrollments?

▶ Has the economic status of faculty members of your college kept up with inflationary trends?

▶ Are the physical facilities of your college, including laboratories and libraries, good enough to attract and hold qualified teachers?

▶ Is your community one which respects the college teacher? Is the social and educational environment of your college's "home town" one in which a teacher would like to raise his family?

▶ Are the restrictions on time and freedom of teachers at your college such as to discourage adventurous research, careful preparation of instruction, and the expression of honest conviction?

▶ To meet the teacher shortage, is your college forced to resort to hiring practices that are unfair to segments of the faculty it already has?

▶ Are courses of proved merit being curtailed? Are classes becoming larger than subject matter or safeguards of teacher-student relationships would warrant?

▶ Are you, as an alumnus, and your college as an institution, doing everything possible to encourage talented young people to pursue careers in college teaching?

If you are dissatisfied with the answers to these questions, your college may need help. Contact alumni officials at your college to learn if your concern is justified. If it is, register your interest in helping the college authorities find solutions through appropriate programs of organized alumni cooperation.

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Speaking of Teachers . . .

Jonathan M. Kurtz

"I told the Dean one day that I will quit teaching before I am eighty years old. And so I did." In these words Jonathan M. Kurtz explains how he left the classroom at the age of 79, after more than 50 years of teaching.

Professor Kurtz has established a record of service which will be hard to duplicate. In 1940 when he retired from his position as a chemistry teacher at the Bowen High School in Chicago, he had already chalked up as many years of classroom experience as most good teachers do in a lifetime. But Jonathan Kurtz stayed with the profession for another fourteen years, ending his long and useful career in 1955.

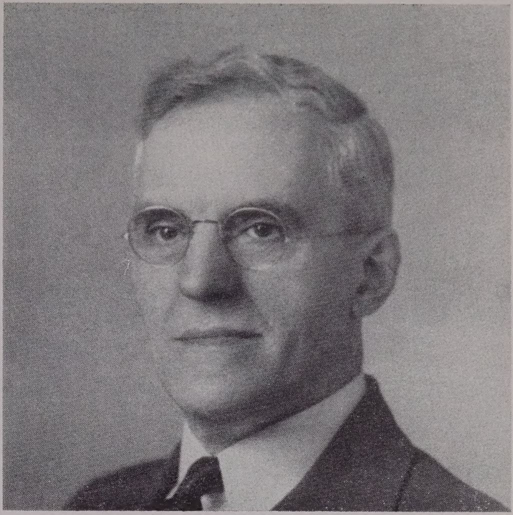
Nearly 20 of these years were spent at Goshen College where Professor Kurtz was head of the Department of Physical Sciences from 1906-23. It was during his service that Goshen's Science Hall was planned and constructed.

On the list of the first graduates from the Latin-Scientific Course at the Elkhart Institute in 1901 can be found the name of Jonathan M. Kurtz. He was also on the faculty of the Elkhart Institute in its last year at Elkhart, and on the faculty of Goshen College during its first year in Goshen. Through further study at the University of Chicago and Oberlin College (O.), he earned both A.B. and A.M. degrees before returning to the Goshen Faculty in 1906.

While at Goshen, Professor Kurtz was active in building up the Alumni Association. He was elected President of the Association at its first annual meeting in June 1901, and served in this capacity for many years.

Since 1923, Professor Kurtz has made his home in Chicago. The first seventeen years he taught at the Bowen High School. Later he taught at the Chicago College of Optometery where he was awarded the honorary degree of Doctor of Optical Science. His final years of teaching were in the Chicago Technical College, in the fields of chemistry and physics.

In keeping with his long and active career as a teacher, since his retirement Mr. Kurtz has been participating in the "Seniors Meeting," at the Hyde Park YMCA in Chicago. The organization includes about 150 elderly people. "They are well organized and everybody is busy doing something. And That," adds Mr. Kurtz, now more than 80 years old, "is just the way I like it."



Jonathan M. Kurtz

The Commencement Speaker

Dr. Frank E. Gaebelein, who will present the commencement address at Goshen College on June 1, has been Headmaster of the Stony Brook School in New York since 1922. He is well known as a Christian leader, educator, and author, having written no less than twelve books.

He serves as Contributing Editor for **Christianity Today,** and Consulting Editor for **Eternity** magazine.

Dr. Gaebelein is a minister in the Reformed Episcopal Church and was trained at New York University and Harvard University. He holds honorary degrees from Wheaton College (Ill.) and the Reformed Episcopal Seminary of Philadelphia.

One of Dr. Gaebelein's most recent and well known books is "Christian Education in a Democracy." In this volume he outlines a Christian Philosophy of Education as it was worked out in a study committee appointed by the National Association of Evangelicals. Dr. Gaebelein served as Chairman of the Study committee. Another recent book is entitled, "The Christian Use of the Bible."

Along with many other responsibilities, Dr. Gaebelein serves as Chairman of the Board of Evangelical Books, President of the American Tract Society, and Treasurer of the Council for Religion in Independent Schools. In 1953 he was Lecturer on Christian Thought at the Conservative Baptist Theological Seminary in Denver, Colo.

Welcome to Commencement

May 24, Sunday
7:00 p.m. Seminary Class Program
—Union Auditorium

May 29, Friday
All Day Class Outings
7:00 a.m. Senior Breakfast
8:00 a.m. Seminary Senior Breakfast

May 30, Saturday
12:00 noon Class Reunions
1:00 p.m. Athletics
6:00 p.m. Alumni Banquet
—Alumni Memorial Dining Hall

May 31, Sunday
9:45 a.m. Morning Worship—Union Auditorium
3:00 p.m. Chorus Program—Union Auditorium
4:30 p.m. President's Reception for Graduates
—Union Lounge
8:00 p.m. Baccalaureate Service—Union Auditorium
Sermon by President Paul Mininger
Music by Collegiate Chorus

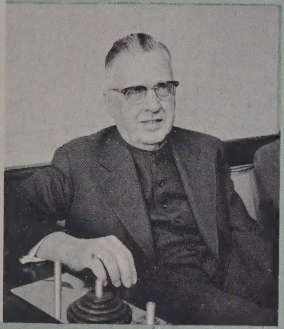
June 1, Monday
10:45 a.m. Final Chapel Service—Assembly Hall
12:00 noon College Luncheon
—Alumni Memorial Dining Hall
2:30 p.m. Senior Class Program
—Campus and Union Auditorium
8:00 p.m. Sixty-First Annual Commencement
—Union Auditorium
Address by Frank E. Gaebelein
Headmaster of Stony Brook School
Music by A Cappella Chorus

1903

Goshen College - Goshen, Indiana

Plan To Attend the Alumni Banquet

GOSHEN
COLLEGE
BULLETIN



ERNEST E. MILLER

LESTER ZIMMERMAN

LESTER GLICK

Teachers Receive Grants For Study and Research

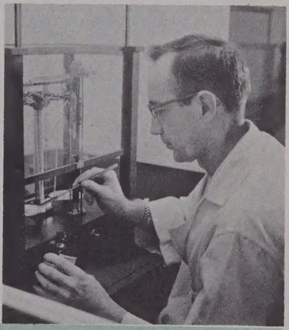
Four Goshen College professors have been notified that they will receive financial assistance to make possible further study and research in their respective fields.

Ernest E. Miller, Professor of Education, is one of fifteen psychologists who will participate in a summer conference for teachers of psychology at the University of Michigan, June 22 to July 10. The conference will provide opportunity for the psychologists to learn about many of the new discoveries in the field of psychology and to benefit from the results of recent research. This conference, which is part of the National Science Foundation's program, is the only one of its kind being held this summer.

Lester Zimmerman, Professor of Agriculture and Mathematics, is one of twenty recipients of a National Science Foundation Teacher Research Participation Award at Cornell University, Ithaca, N. Y. He and his family will spend the summer there. His work will consist of research with a Cornell scientist.

Lester Glick, Dean of Men and Assistant Professor of Social Work, has received a scholarship from the United States National Foundation of Health for doctoral study at the George Warren Brown School of Social Work which is a part of the Washington University of St. Louis in Missouri. Mr. Glick's scholarship includes a stipend of $3,600 and tuition for one year of study.

The Department of Health, Education, and Welfare of the Public Health Services recently notified Arthur Smucker, Professer of Chemistry, and that he would receive a sizable grant for one year to continue and expand research which he began during the past two years under the sponsorship of the Research Corporation. Upon recommendation, the grants are generally continued for two additional years. Mr. Smucker will spend one-fifth time during the school year and full-time each summer in research.



ARTHUR SMUCKER

"The quality of the educational program at Goshen College is determined largely by the quality of its faculty."—President Mininger.

STRIDES IN TEACHER E

When the teacher education students return to the campus next September, they will find a completely revised curriculum for prospective teachers, new classroom facilities in the Church-Chapel building and, if plans carry, the beginning of a new laboratory school on the Goshen campus.

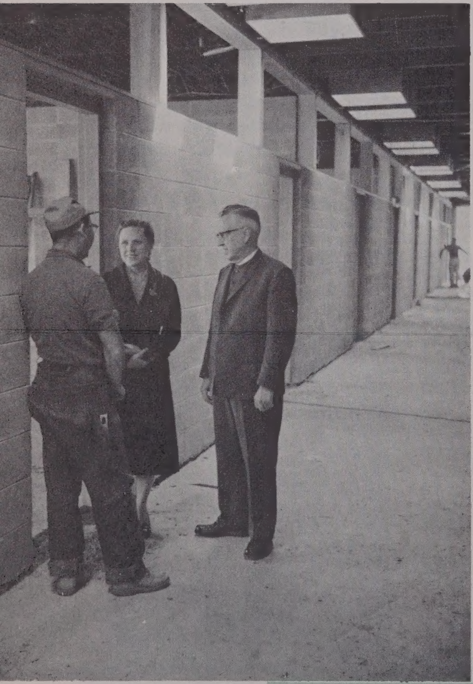
These significant changes are in keeping with Goshen's consistently outstanding record in the field of teacher education, and they will undoubtedly serve to maintain this reputation.

According to Professor Ernest E. Miller, Acting Chairman of the division, nearly all teacher education classes will meet in the new Church-Chapel building next year. Four faculty officers will also be located in the new building.

Teacher education students can also look forward to the relocation of their curriculum library and reading room from its present limited quarters in the basement of Kulp Hall to more adequate facilities in the basement of the main library building. This area is now occupied by the Mennonite Historical Library.

The new teacher education curriculum puts into effect a number of recommendations made at the time of Goshen's accreditment in 1954 by the AACTE (American Association of Colleges for Teacher Education). Mary Royer, Professor of Education, is chairman of the committee which worked out the details.

This new plan offers a number of improvements. Education students will have much more freedom than formerly in being able to select courses of special interest to them (twenty-seven hours of elective courses). The general education content of the teacher education program will be strengthened considerably. A closer relationship will exist between the elementary and secondary education programs under the new arrangement. Both groups will be enrolled together in several new courses, including "Exploring the Teaching Profession," "The School and Society," "Developmental Psychology," and "The Psychology of Education."

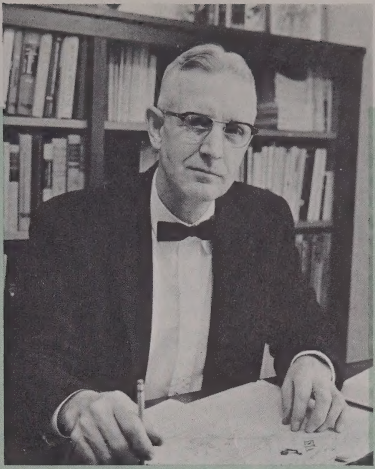


Checking progress on facilities for the new laboratory school are Ernest Miller (r.) and Vera Good, Director of the school. The kindergarten classes will be held here in the Church-Chapel building.

A further advantage to students preparing for elementary school teaching is the establishment of a block semester which will combine all the methods and materials courses and student teaching. Content formerly divided among a half-dozen methods courses is now unified in a series of elementary curriculum workshops. These, plus the student teaching, make up the entire work of the semester. This has the added value of allowing the student to spend a full day at the elementary school during eight weeks of the semester.

A feature of the Goshen program, which has received favorable comment from many educators, is the opportunity students have for directed field experience before they actually begin their student teaching. Besides experience planned during the school year, prospective teachers are urged to plan their summers to include various types of Voluntary Service or other work of a similar nature. A number have participated in the Mennonite student tour to Europe and the related international student work camp.

DUCATION



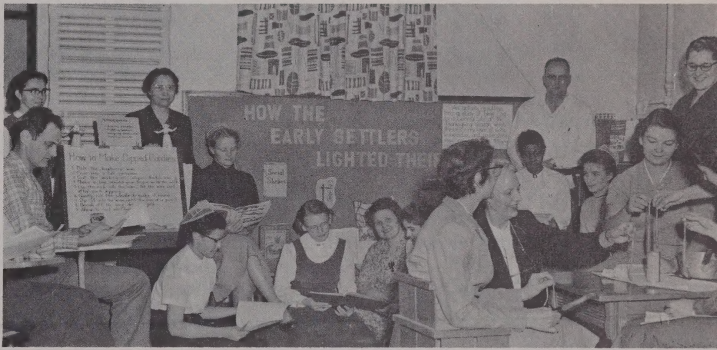
Students gain valuable experience as student teachers in local schools. At left, is Janet Klopfenstien with the second grade of Chamberlain School in Goshen. Perry Miller (above) has served as Acting Director of teacher education during the past year.

The laboratory school which is being considered for next year, will begin with a kindergarten class only, although it is expected that in years to come it will be expanded to include other grades as well.

The school will provide opportunity for careful, systematic observation of children in a schoolroom situation. Student-teaching experience however, will still be gained in the public schools of the Goshen-Elkhart area.

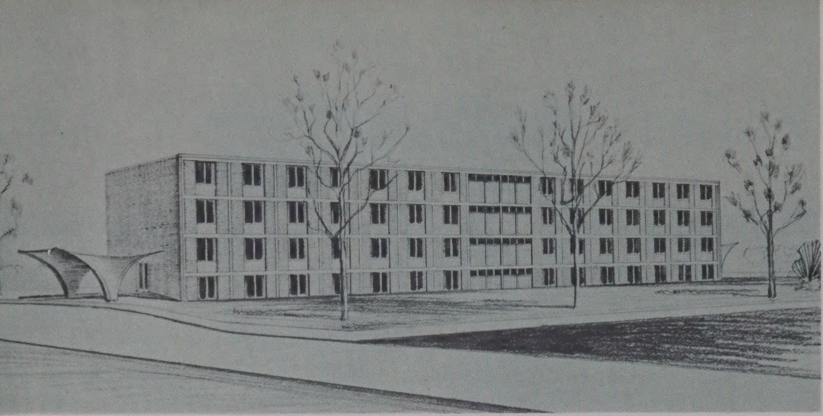
Another advantage of the laboratory school is that it will let the department experiment with educational practices and materials. Vera Good, Assistant Professor of Education, will serve as director of the school.

The kindergarten class will be located in the northeast corner of the new Church-Chapel building. These new facilities will enable the teacher education faculty to realize a long-felt desire for a laboratory school on the campus.



Mary Royer (left center) is shown with the elementary education practicum class. Miss Royer is chairman of a committee which has worked out a new curriculum for teacher education students at Goshen College.

Mr. Rice (r.), superintendent of schools in Elkhart, confers with Karl Massanari of the college in working out details of the student teaching program.



Beginning this summer, Goshen College will build a new residence hall for 200 men. It will be named in memory of C. Z. Yoder (1845-1939), a well-known Mennonite minister from Smithville, Ohio.

PRESIDENT MININGER SAYS:

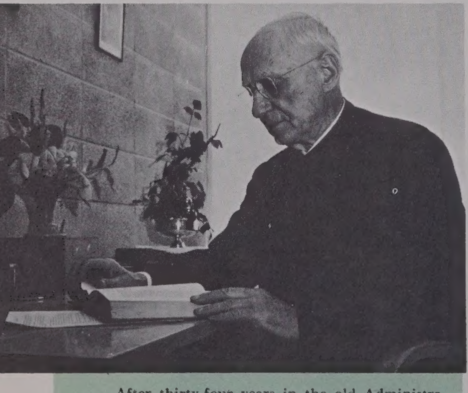
"Goshen College seeks to lead students to express in all of their relationships the cultural implications of the lordship of Christ"

The problem of the relationship of the Christian to culture comes into clearest focus at the point where the church establishes a school and attempts to give direction to the spiritual life of youth and to determine the cultural pattern of the Christian community of the future. Christian education in its broadest sense is the process by which the Christian community under a commission from Christ uses all its resources to restore man to the image of God and prepare him for expressing in all his relationships the cultural implications of the lordship of Christ.

Goshen College is dedicated to this great task. In 1949 the faculty adopted the following statement as a guide in the development and evaluation of its total educational program.

"Goshen College seeks to provide educational experiences which will enable students to live harmonious, purposeful, and socially responsible lives in the spirit of Christ. The guiding principle in determining the values which the faculty considers most worth striving for in personal and group living is the concept that the essence of Christianity, as set forth in the Scriptures, is discipleship, the transforming of the whole life after Christ. This Christian discipleship is to be expressed in human relations, in the use of time, energy, material resources, and in devotion to the church and its mission. The spirit of brotherhood is to be practiced in all personal and group relationships. Life is to be lived with friend or foe according to the ethic of the love of Christ who came not to be ministered unto, but to minister.

Life thus committed to the way of Christ cannot be segmented into secular and nonsecular compartments. The whole of life is lived in the context of commitment to the will of God; and therefore, every activity, whether work, recreation, social fellowship, prayer, or meditation, has spiritual significance. The highest expression of faith in Christ, who is the way, the truth, and the life, will be found in loving, sacrificial service to one's fellow men. A belief in the inseparability of faith and life means that in Christian education, living and learning, and content and method, cannot be separated. The entire program of Goshen College is planned to help students to know Christ as Saviour and Lord and to become effective witnesses for Him to a sensate world replete with economic greed, hate, and warfare."



After thirty-four years in the old Administration building (eighteen in the President's Office, sixteen in Ad-17), Sanford C. Yoder now has a new office in the Seminary building. He serves as Director of the Bible Correspondence Department.

GOSHEN COLLEGE BULLETIN

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GOSHEN COLLEGE BULLETIN

ASSOCIATED MENNONITE BIBLICAL SEMINARIES
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Seminary Alumni Serve

Students at Goshen for four years—then postgraduate work in the Biblical Seminary from one to three years—then where? Where and how are the persons who have attended Goshen College Biblical Seminary serving?

Around the world today there are 363 persons who have attended the Seminary. These people are serving the church in many and varied ways. A total of 156 are in pastorates or are serving as pastors' wives. Fifty-two are serving as missionaries in the Orient, Middle East, Europe, South America, Puerto Rico, and in the United States. Fifty-seven are teachers and 35 are in institutional work. Of the other 63, some are students, others are homemakers, and some are in secular employment.

What is the impact of their service upon the Mennonite Church?

Many men are filling pastorates in the home churches and missions throughout the United States and Canada. They are serving in the radio ministry of the Mennonite Hour, both at home and abroad; at the Mennonite Publishing House in the editorial, sales, and audio-visual departments; and in work at the Mission Board.

The alumni files of the Seminary include a book editor, an art professor, a medical doctor, and a professor of music. Alumni are filling positions as Director of Mennonite Youth Village, Secretary of Information Services at MCC, hospital administrators and chaplains, and as Public Relations officers. They are active as teachers (Goshen College claims 12 faculty members, Eastern Mennonite College, 4, and Hesston College, 4, who have all attended the Seminary) and as farmers.

Missionaries have filled vital spots around the world. One alumnus has served in the city missions, public schools, as a pastor in a suburban area, as a missionary in India, and as a counselor in Ghana. Another missionary has very capably built a church among the Chaco Indians in South America both by reaching the people on their level and by creating leaders among the natives. (CONTINUED P. 4)

Robert and Nancy Lee will sail from Seattle on August 9 for Tokyo, Japan, where they will be in language school at International Christian University for two years. Robert is a '59 graduate of the Biblical Seminary and Nancy taught at the College in the field of English for the past two years. Following their two years of language school they will be assigned a position in the field of evangelistic work.

Arletta Selzer, sailing with the Lees, will be teaching in a school for missionaries' children, in Sapporo, Hokkaido, for a five-year term. Arletta served as Assistant Dean of Women and Head Resident at the College since 1956.

The work in Japan claims a number of Seminary graduates. Alumni files include the names of the Buckwalters, Becks, Kanagys, Richards, Shenks, Blossers, Rebers, and McCammons. (Both Ruth and Rhoda Ressler are graduates of the College.) The work in Japan was begun in 1949.

Pictured below are the 1959 students and faculty of the G.C. Biblical Seminary.

Reading from left to right in Row 1 are Irene Hershberger, Millard Lind, John Howard Yoder, J. Lawrence Burkholder, J. C. Wenger, Paul M. Miller, Sanford C. Yoder, Harold S. Bender, Paul Mininger, Howard Charles, Nelson Springer, John H. Mosemann, J. D. Graber. Row 2, Kathryn Aschliman, Arletta Selzer, Maureen Harvey, James Martin, Allen Martin, Edward Oke, LeRoy Wise, Robert Lee, Wayne Gerber, Myron Augsburger, Victor Stoltzfus, Irvin Detwiler, Paul Hershberger, John Ventura, Stanley Smucker, Eugene Clemens, Ezra Beachy, James Kratz. Row 3, Dale Schumm, Virgil Vogt, Earl Schwartzentruber, Walter Smeltzer, Grayson Atha, Willard Martin, Eldon King, William Nofziger, Leonard Gross, Richard B. Yoder, Stanley Eldon Kortemeier, George Epp, Robert Detwiler, Frank Mulligan, Kermit Derstine, Donald King, Elvin Snyder, Robert Otto.

Goshen Faculty Active in Church

The Mennonite Church is actively engaged in many fields of service both at home and abroad. Members of the G.C. faculty are making their contribution to this church-wide program. In a recent survey it was discovered that 32 hold a total of 101 official positions in committees sponsoring many activities. The following stories are illustrative of those of our faculty who are at work.

Walter E. Yoder has made some notable contributions in the field of music in the Mennonite Church.

■ The name Walter E. Yoder has a familiar ring to it for music lovers throughout the church. Serving on the Music Committee of General Conference since 1913, (its chairman since 1947) he helped compile *Life Songs No. 1,* published in 1915, the present *Church Hymnal* in 1927, and *Life Songs No. 2,* published in 1938.

Two of his major contributions have been the production of the *Junior Hymnal* in 1947, which he edited and arranged for three parts, and the *Songs of the Church,* which he edited in 1953. Mr. Yoder has served in many church music conferences, at music camps, and has harmonized a number of hymns. He is composer of the College hymn, "Teach Me Thy Truth." He says, "Over the years congregational singing has improved. This has been a result of the encouraging influence of college students and the stimulation of choruses singing in the home communities."

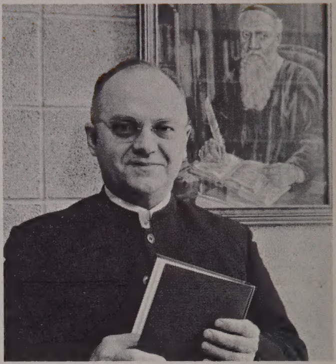
■ Guy F. Hershberger has been a leading scholar in the Mennonite Church in the field of nonresistance. Related books which he has written are: *Can Christians Fight? Christian Relationships to State and Community; War, Peace, and Nonresistance;* and *The Mennonite Church in the Second World War.*

Mr. Hershberger presented the Conrad Grebel Lecture series in 1954 on "The Way of the Cross in Human Relations." In 1958 a book was printed as an extension of the lectures of 1954.

The position of executive secretary for the Committee on Economic and Social Relations has been Mr. Hershberger's since 1939 when it was begun. The committee has been active in planning annual conferences on Christian ethics in economic life, in holding meetings on employer-employee relationships, and in the study of Christian race relations.

Membership on the board of Mennonite Mutual Aid and executive secretary for the Peace Problems Committee are other important positions in which Hershberger serves.

Guy F. Hershberger is the author of five books which deal with nonresistance.



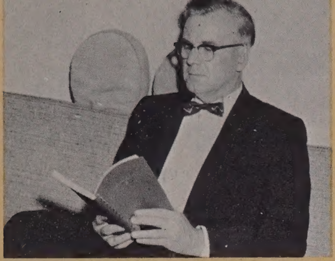
J. C. Wenger pauses with a picture of Menno Simons; he is probably the best authority on the life of Menno Simons in the church.

■ A well-known author to readers of *Separated unto God, The Doctrines of the Mennonites, Glimpses of Mennonite History* (which is being printed in its fourth edition this year), and *Introduction to Theology* is John C. Wenger.

Among the many books and articles which he has written is an outstanding one, *The Complete Writings of Menno Simons.* While doing research for the book, Mr. Wenger discovered eight complete writings by Menno which had never before been in print. He spent several hundred hours arranging the writings chronologically, in addition to preparing many footnotes and introductions to each writing.

Wenger is currently serving the Mennonite Church as moderator of both General Conference and Indiana-Michigan Conference. He is bishop of three local congregations.

As assistant editor of the *Mennonite Encyclopedia* he has written more than 120 articles. He serves on the Executive Committee of the Publication Board and the General Conference Historical Committee. A father of four, Mr. Wenger has been named to the 1959 American *Who's Who* as an educator-clergyman.



H. C. Amstutz, college physician and professor, is the father of six children.

Director of the LaPlata Hospital in Puerto Rico for three years, author of three well-known books, *Growing Up to Love, So You Are Going to Be Married,* and *Becoming Parents,* chairman of the board of Mennonite Mental Health Services and of Froh Brothers Homestead, and medical adviser for Mennonite Aid, Inc., are a few of the areas in which Dr. H. Clair Amstutz has made notable contributions in the church. He has been an active member of the Nursing Education Council.

What is a her?
What is a her?

Mary Royer has played a significant role in preparing Christian teachers for our church schools.

An authority and adviser for 20 years in the field of Christian education for children has kept Mary Royer playing an active role in the Mennonite Church. For 13 years she served as a writer for Primary Sunday-school lessons. She also helped write the Herald S.B.S. Series, and recently served as consultant for the Nursery S.S. materials in the graded series. Miss Royer conducts Sunday-school and Christian Education of Children workshops in many states. She was the only woman to give a public address at the World Conference of Mennonites in Newton in 1948. She spends many hours as consultant to church and Sunday-school groups and to individuals at our Publishing House.

Lights late into the night and early in the morning are a typical sight at the Bender residence or the Historical Library where you may find Dean and Mrs. Bender working at one of the twelve committee responsibilities he has in the church. Among others, he is president of the Mennonite World Conference, dean of the Biblical Seminary, and chairman of the Peace Problems Committee and the Historical Committee.

He has served on the MCC Executive Committee since 1930 and has made commissioner trips to Europe, South America, and Russia. He has been chairman of the Peace Section of MCC since 1941.

One of his major assignments since 1947 has been that of executive editor of the *Mennonite Encyclopedia.* Since serving as dean of the Seminary is a full-time appointment, the work on the *Encyclopedia* has been done on a marginal time basis. In addition to the editorial work, he has written over 1,000 of the articles.

Dean Bender has been president of the Mennonite Historical Society since its founding in 1925. He is founder and editor of the *Mennonite Quarterly Review* and author of two books. He has been assigned the next Conrad Grebel Lectureship on the theme, "The Church and Discipleship."

His wife, Elizabeth, has undoubtedly contributed much to the success of Dean Bender's work. In addition to teaching German at the College, she has given many hours to the *Mennonite Encyclopedia* and to the other projects in which her husband is involved.

Paul Mininger finds time amidst the busy schedule of a college president to serve the church in many ways.

"Foundations of Christian Education" was the title of the first series of Conrad Grebel Lectures, prepared by Paul Mininger in 1952. He served as pastor of the North Goshen Mennonite Church from 1937 to 1953 and has served as bishop of several Indiana congregations.

Chairmanship of the Curriculum Committee of the Mennonite Commission for Christian Education is one of numerous responsibilities which he is currently carrying in the church. He worked with others in planning the Herald Summer Bible School Series and the Herald Sunday School Series. He has served as moderator of both the General Conference and the Indiana-Michigan Conference. As chairman of the Ministerial Committee of General Conference and of the Personnel Committee of the Mission Board he is in close touch with the pulse of the church. He began teaching at Goshen in 1937 and has served as president since 1954.

Harold S. and Mrs. Bender work on the MENNONITE ENCYCLOPEDIA which will be finished this month. They have devoted long hours and much time to the work.

PRESIDENT MININGER SAYS:

"Goshen College is basically a spiritual enterprise and is dependent upon spiritual resources for its effectiveness. God releases His spiritual resources in response to the sincere and earnest prayers of His people. We are depending upon the prayers of our friends during the school year that is ahead."

The regular full-time members of our faculty are teaching at Goshen College because they believe that God has called them. They have dedicated their gifts, training, and experience to Christ and are convinced and committed members of the Mennonite Church. They are providing an educational program that is of high academic quality and is unashamedly Christian.

The typical Goshen College teacher has spent many years in strenuous and expensive graduate study and has also had many years of experience as a teacher. I am convinced that the teachers in the College and Seminary are among the most valuable assets of the Mennonite Church. Will you pray for them as they teach the young people from your homes and churches?

The years during which young people attend college are the most decisive years of their lives. It is during these years that many young people make their vocational choice and choose their life companion. It is the period in which their faith may be deepened or destroyed. It is the time for rethinking the values by which they live. It is a time when opportunities are utilized or they are lost.

The students at Goshen College need the prayers of the church as they face the opportunities and the decisions of the college years. Can they depend upon your prayers and counsel during the coming year?

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from page 1

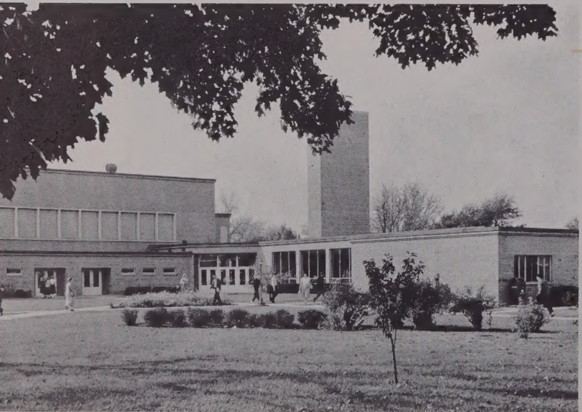
One person has served as a college president and several others are now serving as professors in the Mennonite Biblical Seminary in South America. There are directors of children's homes and social workers in varied fields.

Regardless of where these alumni are, they are working devotedly and zealously. They are filling key positions in the Mennonite Church and are making real contributions in our world of today.

Church School Day

Church School Day has become a tradition at Goshen College. This is an excellent opportunity for faculty members to become acquainted with the church at the ground roots. In turn, parents, prospective students, and friends of the College have an opportunity to personally meet one of Goshen's faculty members.

Last August, 39 churches in five states had a representative present for a Sunday service. This year approximately 50 faculty members and administrators are ready to serve in Sunday services on the 23rd. Each one is willing to prepare to serve the needs of each church. Because of the limited number of speakers it is best to plan for only one service in a church. Churches wishing College representatives should contact the Public Relations office immediately, giving complete information as to the speaker's assignment.



The 31st Mennonite Biennial General Conference will be held at Goshen on August 25-27, 1959.

GOSHEN COLLEGE BULLETIN

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GOSHEN
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ASSOCIATED MENNONITE BIBLICAL SEMINARIES
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Enrollment At Goshen Shows Outstanding Growth

Goshen College has just experienced the largest enrollment increase ever registered during its sixty-five-year history, except for 1945-46 when returning CPS men helped swell the student body by more than 70 per cent.

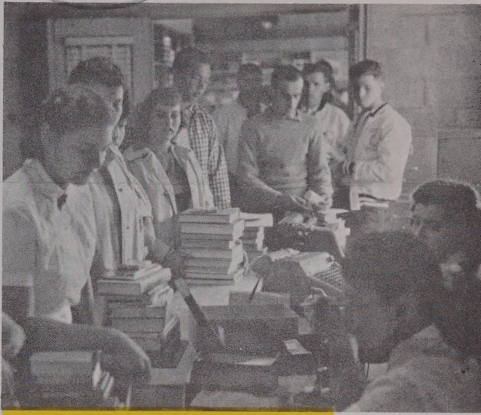
This year's enrollment is up nearly 20 per cent over last year's total according to the official count by Registrar J. B. Shenk at the close of three busy days of student counseling and registration.

President Mininger told students and faculty assembled for the first chapel of the year that the 833 full-time students enrolled at Goshen College this semester are a sign of a growing interest in higher education among Mennonite youth. An increase in college-age population is also a factor in explaining the phenomenal growth.

Including part-time students, the total enrollment this semester stands at 1,012 and may increase slightly by the time all latecomers are registered.

Both college and seminary shared in the enrollment gains, with the seminary showing a slightly larger percentage of increase than the college. Including gains made in all departments of the college and seminary, there are 130 more full-time students on campus this fall than there were in 1958-59.

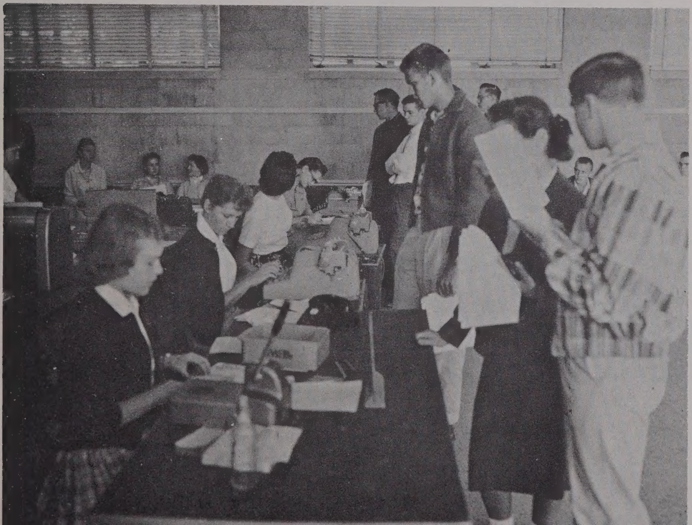
Helping 833 students with the selection of their courses, with registration, book purchases, tuition payment plans, and dormitory assignments is a big job that will not soon be forgotten by dozens of faculty and staff members who worked overtime to get the job done.



BOOK-LADEN STUDENTS wait patiently to settle financial accounts as they near the end of the registration line.

Enrollment Totals

Seminary	42
Post-graduate	2
Seniors	186
Juniors	168
Sophomores	182
Freshmen	253
Part-time	179
Total	*1,012*



STUDENTS, STUDENTS, AND MORE STUDENTS. Faculty and staff members worked almost incessantly to enroll the record-breaking number of applicants.

A New Adventure—A New

"Our chapel experience this morning is one to which many have long looked forward. Because of the interest, the gifts, the donations, the labors of many people, we at Goshen College now have a new chapel building. . . . Today's service is in recognition of the initial chapel service." In these words, Goshen's pastor to students, Harold E. Bauman, opened the first chapel of the 1959-60 school year. It was the first chapel service ever held in the recently completed Chapel-Classroom Building.

Seated in the unique circular auditorium of the new building was the largest group of students ever to enroll at Goshen. But this increase in enrollment is more than matched by the expansion of worship facilities. Both college and seminary began the school year with new chapel facilities. And both sanctuaries are outstanding for their beauty and simplicity.

CULTURE FOR SERVICE

The completion of the two chapels marks a milestone in the progress of Goshen College, and the fact that both were finished for use the same fall will mark the opening of the 1959-60 school year as a significant event in Goshen's history.

Pastor Bauman remarked in his opening statement on that first Thursday of school: "The experience of moving into this chapel is a fitting occasion to examine together our worship experience—what it can and should mean to each of us." A new place of worship always helps to form the traditions of the worship which takes place within it. And in an effort to give direction to this formation of worship habits, Pastor Bauman prepared a small brochure for the opening of chapel, entitled, "Chapel at Goshen College." This was distributed to all students.

In addition the college planned a special series of four chapels for the dual purpose of commemorating the occasion and restudying the objectives of this daily worship service. President Mininger, Atlee Beechy, Dean of Students, and Pastor Bauman participated in the series.

President Mininger, as the first speaker of the series, laid a broad basis for the study of chapel objectives, in an address entitled "Christian Education." It was in the old gold mining town of Cripple Creek, Colorado, says President Mininger, that he was impressed with the meaning for Goshen College of Paul's words in I Thessalonians 5:16-22, "Prove all things. . . ." Paul's word "prove," he noticed, corresponds to a common word in the mining community, "assayer." The assayer is given the job of testing and analyzing ore to determine its content of gold. Similarly, President Mininger challenged the Goshen students to test and analyze whatever they encountered during their school experience in order to determine its true value, holding fast to that which is good and rejecting that which is evil.

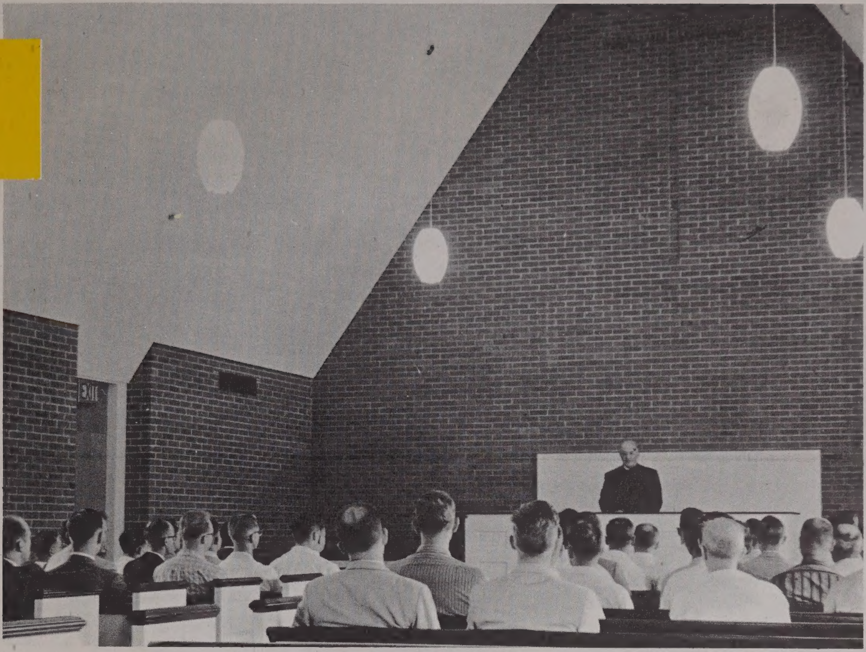
In the second chapel of this opening series, Dean Beechy presented an address entitled, "The Role of Chapel in the College Community," which was followed by responses from Marlin Wenger, President of the YPCA, and Mary Royer, Professor of Education. Dean Beechy said, "Chapel has played an important part in the program of Goshen College since the beginning of this institution. Goshen has always been interested in the total development of the individual. The education of the mind and of the heart must go together." He went on to point out that several studies of Goshen's total program have revealed that "the most important single factor in spiritual development has been the daily chapel service."

"Daily chapel fills three very important places in the Goshen program," said Dean Beechy. The first is worship. "Life without worship becomes arid and unproductive. Worship extends the boundaries of the heart. . . ." Chapel also achieves an important educational objective—both mind and heart must be confronted with the crucial questions of life. In addition, chapel provides the opportunity for the college community to gather as a total community. "The circular nature of the new sanctuary," he said, "lends itself particularly to the development of this sense of common sharing and fellowship in the chapel experience."

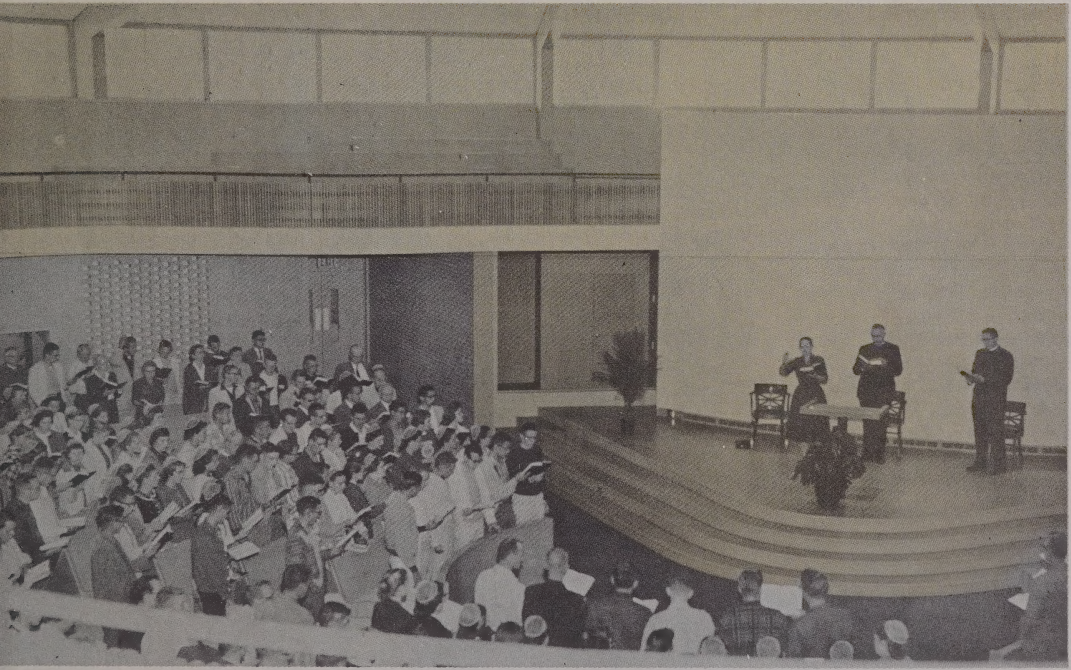
Harold Bauman spoke of worship during the final two days of the opening series. All four services partook of the spirit expressed in the opening words of the chapel brochure: "A new adventure—once in a lifetime and once in fifty years for a college—the move to a new chapel!"

THE UNIQUE CIRCULAR sanctuary accommodates large groups without seeming too big. No one is more than sixty feet from the speaker.

Chapel



BOTH COLLEGE AND SEMINARY moved into new chapel facilities this fall. Conducting the first seminary chapel (above) is Dean Harold S. Bender. Inaugurating use of the new college building (below) is the first in a series of four special services.



'I Am The Life'

First
in a series
by President Mininger

Jesus said, "I am the way, the truth, and the life." These three claims of Christ suggest three major objectives of Goshen College.

Jesus said, "I am the . . . life." He also said, "I am come that they might have life, and that they might have it more abundantly." Goshen College has determined to encourage and build up this life among her students. The spiritual life of each student is of real concern to us. Its nourishment is one of our chief objectives.

Christ described the new life as a kind of freedom. He said, "If the Son . . . shall make you free, ye shall be free indeed." Sometimes He called it "eternal life." He offered a life lived in fellowship with God, which persists even beyond death.

The liberal arts tradition in education and the Christian faith share the common belief that man's deepest need is to become free. "Liberal arts" and "liberal education" are terms describing a process which "liberates" or frees man from those things which limit and restrict him. The object of liberal education is to enable man to become truly free.

Christianity, however, often differs from the traditional liberal arts view in its definition of what restricts man. Christians have their own view of man's enslavement. According to the Christian faith, man's central problem is not ignorance, but self-centeredness and self-concern. This is what the Bible calls sin.

Christ came as the life. He came to deliver man from his self-concern. He does this as man surrenders himself to Christ. It is Christ alone who can rightfully claim man's complete commitment. And this claim delivers man from self-concern and puts him in the service of Christ.

Now this new life in Christ does not come to us by inheritance. We enter this life only by a personal act of intelligent faith. One of our concerns at Goshen College is that sometimes young people come to us from fine Christian homes and churches, but their faith is a secondhand faith. It is largely the reflection of the faith of their church or the faith of their family, and they have never faced Christ and His claims personally.

At Goshen College, therefore, we seek to awaken faith when it is absent, to renew faith which has been weakened or lost, and to strengthen mature faith.

This nurturing and awakening of faith takes place on campus as we seek to be . . .

- a community of faith. It is our intention that most students and all faculty members should be persons of faith.
- a community of worship. Daily chapel and Lord's day services contribute to this end.
- a witnessing community. Faith unexpressed is sure to suffer.
- a community of the Word of God. Instruction from the Word awakens faith.

Through all of this we invite our students to the freedom and liberty of the man who is in Christ Jesus. He is the Life.

Stewardship With An Afterglow

by I. E. BURKHART

Recently, one of my personal friends was taken in death. His wife had died earlier, and his will gave the debt-free home, a substantial block of first-class securities, plus cash and all personal items to an only child who was married and in good circumstances. To top it off, this person was known as a faithful tither of his income. The church was in his plans while living, but the church was not in his will.

Why do many Christian people fail to remember the church in their wills? A will is one's last and most revealing word. Yet in their wills, many Christians speak only about people and things on earth. If they tithe while living, why do they not tithe the last and final distribution?

The Mennonite Church has made great strides in stewardship in the past half-century. However, this has been mostly an increase in immediate giving from current income. The distribution of estates and capital gains has not shown the same improvement.

A will that gives all to the children is like a sunset behind a cloud—not because the children are unworthy, but because the church's interests are left out. A will that remembers God and the church is like a sunset with an afterglow. "He who loves son or daughter more than me is not worthy of me" (Matt. 10:37, RSV).

GOSHEN
COLLEGE
BULLETIN

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Vol. LIII **October, 1959, Goshen, Indiana** **No. 12**

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LIII : 14

GOSHEN COLLEGE BULLETIN

5 YEARS OF GROWTH

President Mininger's Annual Report Documents Significant Changes Made Since 1954

PROGRESS AND GROWTH have been evident throughout more than 60 years of Goshen's development as a Christian college. And the last five years are certainly no exception.

Building upon the achievements of earlier years, the faculty, students, and supporting friends have made significant changes in the last five years.

- *Course offerings expanded*
- *Faculty improved and enlarged*
- *Seminary accredited*
- *Five new buildings added*
- *Faculty salaries increased*
- *Religious program strengthened*
- *Enrollment up over 30 per cent*
- *Operating budget passes million-dollar mark*
- *College land area grows to 130 acres*

ASSOCIATED MENNONITE BIB
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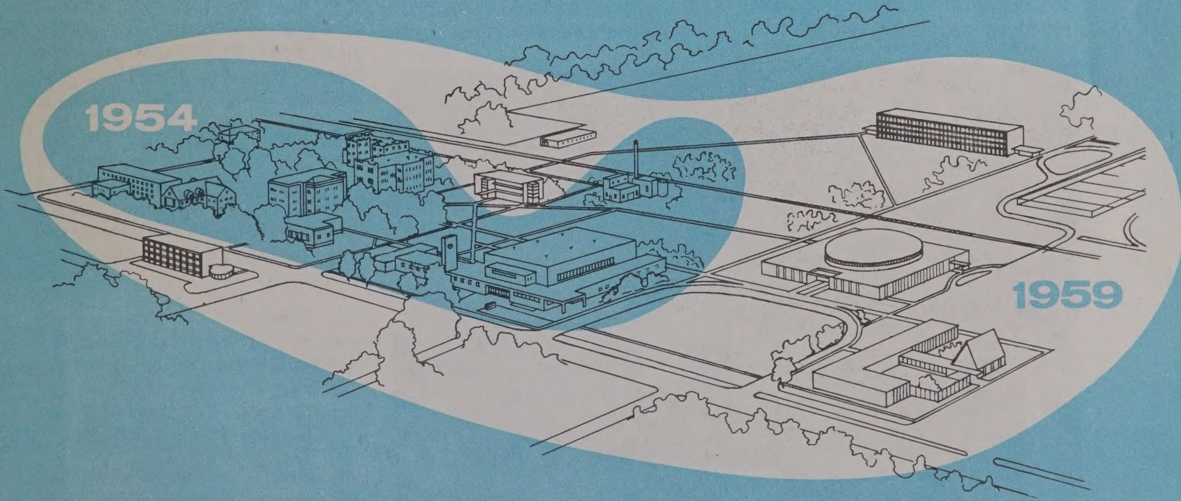


Report of the President for the Academic Year, 1958-1959

Language, Literature, and the Fine Arts

Course offerings in the Division of Language, Literature, and Fine Arts have increased nearly 23 per cent during the past five years.

A growing Art Department accounts for a large share of this increase. For the first time Goshen College has an art professor teaching full time. And instead of being limited to three courses in the field, Goshen students may now major in art if they desire.

Significant increases were also made in the number of English courses offered. Another improvement tested in the English Department during the past year involves the use of three students as teaching fellows in the General Literature course. Teaching fellows served as discussion leaders in smaller groups while Samuel A. Yoder, professor of English, lectured to the entire class.

One of the most urgent items of unfinished business facing the whole college faculty concerns the relationship of "Christianity and the Fine Arts." Fresh interest in this question grew out of the Theological Workshop in 1958 and was so strong that this study group continued meeting throughout the past year. Dr. Harold Ehrensperger addressed the faculty on this subject.

This is a matter of practical importance for all of us. It affects our homes and communities; it helps determine such things as the way we use our leisure time, the architecture of our churches, and the form of our worship.

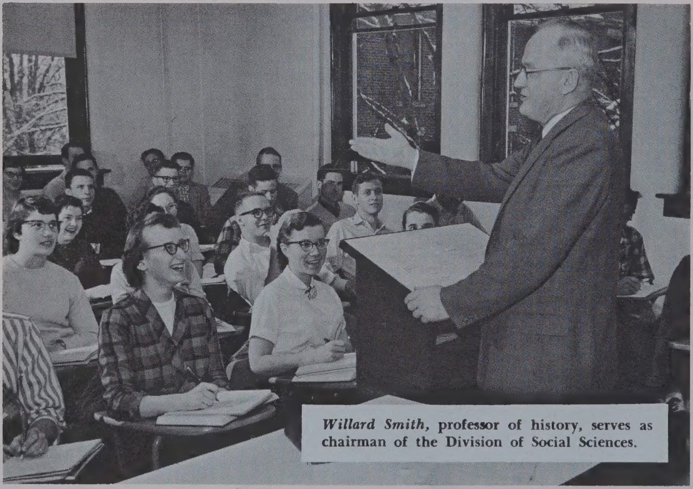
Majors in this division are available in the following fields: art, English, French, German, Spanish, music, speech.

With *Ezra Hershberger* as full-time art teacher, Goshen students may now major in art if they desire.

The Social Sciences

In the Division of Social Sciences the most significant growth in the past five years is the increase in courses offered by the Sociology Department. A major in social work is now available. Course offerings in sociology jumped from 19 semester hours in 1954-55 to 31 in 1958-59.

The professors in this division have been outstanding for their activities in advanced studies.



Willard Smith, professor of history, serves as chairman of the Division of Social Sciences.

- During the past year Howard Kauffman, associate professor of sociology, continued work on his doctoral dissertation entitled, "Traditional and Emergent Families Among Midwest Mennonite Families."
- Lester Glick, assistant professor of social work, spent the summer doing research among juvenile courts in Missouri under assignment from the Governor's Committee Studying Juvenile Delinquency.
- John S. Oyer, associate professor of history, was on leave of absence to continue his research at Heidelberg University in Germany. He is studying "The Writings of the Lutheran Reformers Against the Anabaptists."
- James C. Snyder, assistant professor of economics, was engaged in graduate study at Purdue University while returning to Goshen once a week to teach a course in economics.
- Hans Hillerbrand completed research for a comprehensive "Bibliography on the Radical Reformation."

The Natural Sciences

Zoology, botany, chemistry, home economics, mathematics, physics, engineering drawing, physical education, agriculture—all these make up the Natural Science Division at Goshen College.

At a time when persons trained in the natural sciences are in great demand by government and industry, Goshen College is fortunate to have an outstanding team of well-trained and dedicated teachers in this division. The senior professors have established a reputation as careful scientists and competent teachers. Over the years they have done considerable research in teaching methods and have produced many students qualified for significant achievements in graduate and professional schools.

Faculty research projects in this division have been increasing in recent years. The college has encouraged this, feeling that such research activity can be an asset in effective teaching.

Thousands of dollars in research grants have been awarded by national research agencies to projects supervised by Henry Weaver, Jr., and Arthur Smucker. These grants cover the cost of equipment, supplies and student assistance, as well as in some cases also providing partial salary for the supervising professor.

Samuel W. Witmer has served Goshen College longer than any other teacher in the school's history.

Besides achievements in research, this division has also set a new record in service to the church and the college. With his retirement as professor emeritus of biology, Samuel W. Witmer brings to a close the longest period of service of any teacher in the history of the college. His 44 years of faithful service at Goshen College set a record that will be hard to duplicate.

Albert Meyer, assistant professor of physics, is serving the church as field secretary for the newly formed Mennonite Student Services Committee of the Mission Board.

Another noteworthy development is a faculty decision granting academic credit for physical education courses. From now on a student's performance in physical education will figure along with his achievements in other classes to determine eligibility for scholastic honors.

Bible and Philosophy

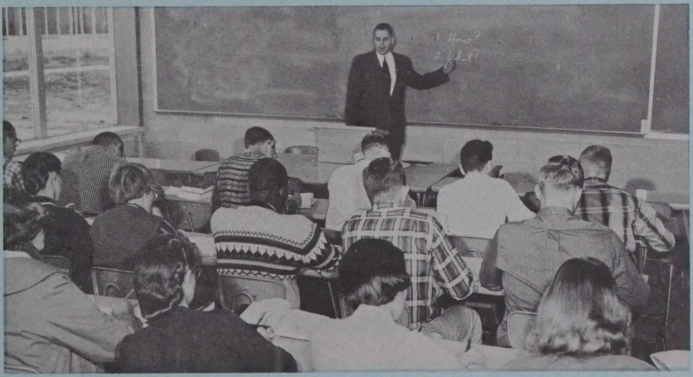
At the end of last year, Harold S. Bender brought to a close his long period of service as chairman of the Division of Bible and Philosophy. He is succeeded in this work by J. Lawrence Burkholder. This change indicates the growth of a complete and separate department for the teaching of college-level Bible courses.

The Division of Bible and Philosophy shows a decrease in course offerings and number of majors during the past five years. This change is due largely to the fact that ministerial students no longer major in Bible during their college days as under the former Th.B. program. Instead they pursue other areas of work that will be useful in Christian service, leaving the Biblical studies for concentrated attention in the graduate courses of the seminary.

This change also reflects the severe demands placed upon those who would prepare for vocations in such fields as teaching, social work, medicine, science, and mathematics. Often these students have no time for more Bible than is required for graduation.

In response to this situation the college is seriously considering the possibility of a fifth-year program in Biblical studies. Young people going into the professions would thus be able to secure a thorough grounding in Biblical studies as well as in their fields of specialization.

These and other improvements in the Bible curriculum are being studied by a special committee of the division.



J. Lawrence Burkholder, professor of Bible and Philosophy, is the new chairman of this division.

Teacher Education

The Division of Teacher Education provides professional training for those who wish to teach in elementary and secondary schools. Students who are preparing to teach take their general education courses in the other divisions of the college but courses on the philosophy and methods of teaching are offered in the Division of Teacher Education.

Teacher Education graduates accounted for nearly 56 per cent of the 1959 college graduating class.

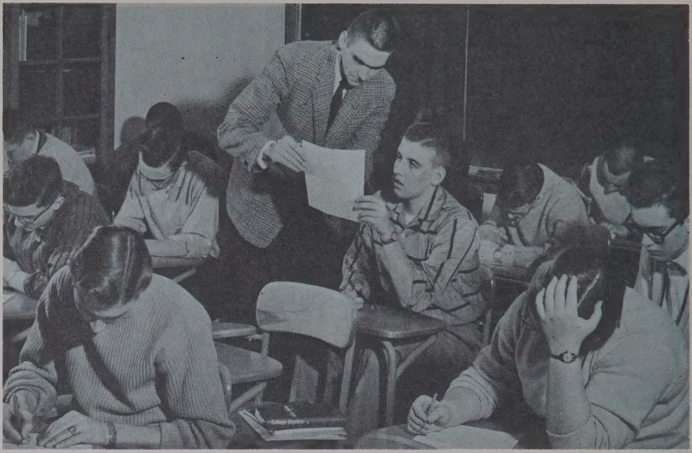
A new laboratory kindergarten school was opened on the Goshen College campus this fall. Sponsored by the Division of Teacher Education and taught by Esther Eby, the new kindergarten gives students an opportunity to observe superior teaching, as well as making it possible for members of the faculty to experiment in educational methods and materials.

One of the most significant developments in the history of Goshen's Teacher Education program was the revision of the curriculum which was brought to completion during the year. Mary Royer served as chairman of the committee which formulated the revised program.

From now on it is proposed that, student teaching in elementary schools will be done on a "block" plan, allowing the student to spend a full day in his elementary school classroom. Later in the same semester a series of elementary curriculum workshops will combine studies formerly divided among a half dozen methods courses.

Because of economies effected by this change more elective courses are provided in the program. A student may use these electives to take a foreign language and thus qualify for the bachelor of arts degree. He may use them toward securing special elementary certificates in areas such as kindergarten education, school librarian, arts and crafts, physical education, home economics, or audio-visual aids. Or by proper selection he may secure concentrations in fields such as English and speech, social science, science and mathematics, psychology, or Bible and philosophy.

Karl Massanari, Director of Teacher Education, was on sabbatical leave during the year. As a further preparation for his work, he helped organize the program of a new, first-class high school near Mishawaka, Ind.



Goshen's student teachers gained practical experience in twenty local schools last year.

Mary Royer, professor of education.

School of Nursing

The School of Nursing, like the Division of Teacher Education, offers a program of professional education. The School of Nursing faculty is thoroughly committed to the ideal of liberal education and they have developed a collegiate program in nursing that has received wide attention and will doubtless be imitated by many other colleges in years ahead.

In the past five years, 99 students have graduated from the School of Nursing. The present enrollment is 112.

Several significant changes have been made in the program of nursing education. The most striking innovation in the new program is that student nurses will be paid for their services at the Elkhart General Hospital. Formerly, the college was reimbursed for their work and the students in turn paid a reduced amount for tuition and fees.

Under the new plan nursing students will pay the same tuition fees as other students. They will be expected to complete a required work assignment at Elkhart General Hospital and will be compensated by the hospital at standard rates of pay.

Another important change is the elimination of affiliation at Cook County Hospital (Chicago), and Sunnyside Sanatorium (Indianapolis.) A collegiate affiliation in psychiatric nursing is being established at Beatty Memorial Hospital, Westville, Ind. These and other changes serve to strengthen the collegiate aspect of the affiliation experience and will go far toward meeting requirements for full accreditation by the National League of Nursing.

Goshen's nursing graduates have consistently ranked above state and national averages in their certification examinations.

From now on student nurses will receive regular wages for their work experience at Elkhart General Hospital.

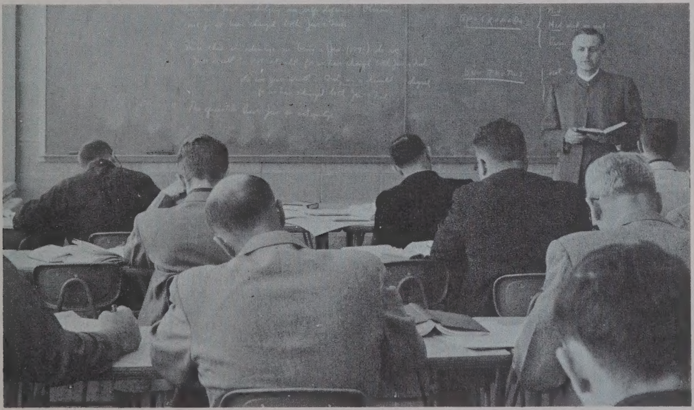
The Biblical Seminary

The Biblical Seminary completed an exceptional year: it was the first year of co-operation in the Associated Mennonite Biblical Seminaries program; it was the first year for use of the new Seminary Building; and during the year the seminary was given full accreditment by the American Association of Theological Schools.

During the past five years, the seminary granted 83 degrees including the B.D., the ThB., the M.R.E., and B.R.E. Since a theological curriculum was first established in the college twenty-five years ago, 368 persons have enrolled for these Biblical studies. Their present areas of service are:

Pastors and pastors' wives	156
Missionaries	52
Teachers	57
Institutional workers	35
Others	68

Dean *Harold S. Bender*



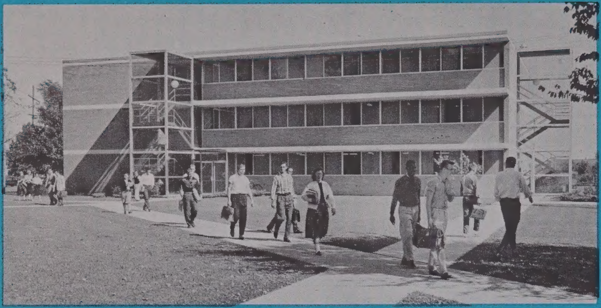
Professor *Howard Charles* is known for his inspiring Bible study classes.

Goshen's participation in the Associated Mennonite Biblical Seminaries has proved to be a happy and profitable relationship. It has enriched the course offerings available to Goshen students and has enlarged the experience of both students and faculty.

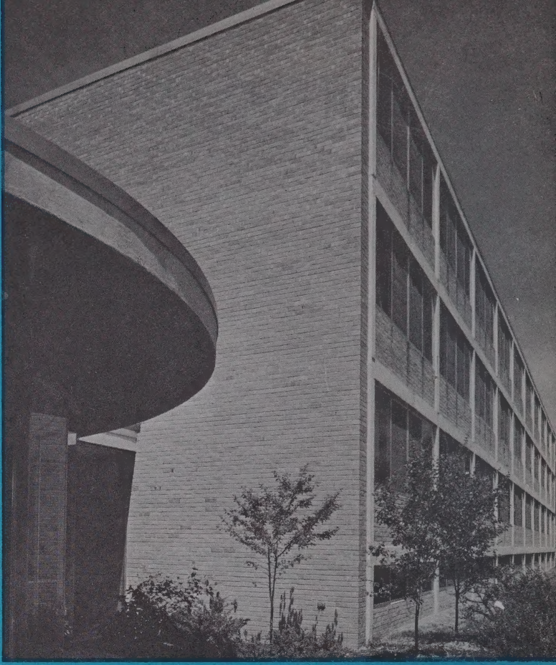
A summer session of two, three-week terms attracted a sizable enrollment.

One aspect of the seminary program which may have a growing significance is the Institute for Mennonite Studies. The Institute provides facilities and promotion for studies of direct interest to the faith, life, work, and witness of the Mennonite Church.

Buildings



Arts Building

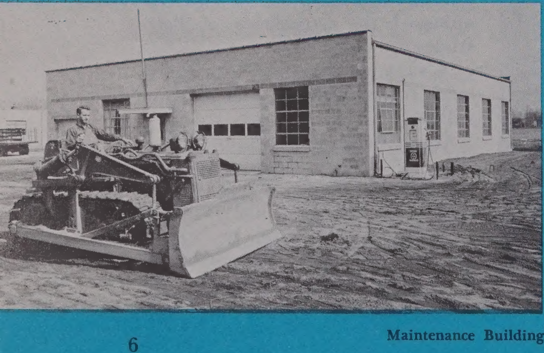


High Park
Residence

Seminary Chapel

Five New Buildings in Five Years!

It is often said that brick and mortar are not the most important things in a college. This is true. It is also true that buildings provide a home for the college family. The convenience and attractiveness of buildings help to determine the spirit of a home or college. And as the family grows, the home must be enlarged.



Maintenance Building

Church-Chapel Building

The Next Ten Years

THE NEXT TEN YEARS in the history of Goshen College are going to be important ones. We stand on the threshold of an era which has rightly been called "The Decade of Decision" for higher education in America.

Significant and exciting as the past five years have been, the next ten years promise to be even more important in the development of Goshen College.

Goshen's enrollment now includes 835 full-time students. According to our best estimates, this enrollment will increase to at least 1,150 in the next ten years, and it may go much higher than that.

To serve this expanding student body, Goshen College will need between twenty and twenty-five new faculty members in the next ten years. There is already a serious shortage of well-trained and competent college teachers, and it will take some long-range planning to meet this need.

Faculty salaries should be increased. They have been increased 53 per cent in the past five years but even more is needed if we are to secure properly qualified teachers. Also we must provide encouragement and assistance to promising young teachers who are still in graduate school.

Two or three new dormitories, besides the one now under construction, will be essential in the next ten-year period. Also needed are apartments for married students who now make up about one fifth of the student body. While many colleges find their expansion hindered by a lack of available land, Goshen's 130 acres should be enough for years to come.

Fortunately, the classroom and laboratory space at Goshen College should be adequate throughout the next ten years, according to present estimates. Dining-room and kitchen facilities will also accommodate the anticipated growth.

Remodeling is needed in a number of classrooms and laboratories, however, as well as in two older dormitories, Coffman Hall and Kulp Hall. Twenty additional faculty offices must also be provided somewhere.

With the extension of the library stack rooms, the present Library Building will be large enough for the ten-year period. However, the purchase of new books should be doubled in the next five to eight years over the present annual expenditure of $4,500.

In formulating these tentative plans to meet the anticipated growth of Goshen College it becomes clear that the church, the alumni, and business friends must continue and increase their support in these important years.

Business Manager *Ralph Gunden* (left) and President *Paul Mininger* survey the C. Z. Yoder Residence Hall now under construction.

An Expanding Budget

THE OPERATING BUDGET of the college was in excess of one million dollars for the first time last year. This expanding budget is one evidence of the growth of the college. It indicates growth in the number of students, growth in the program, growth in the facilities and personnel.

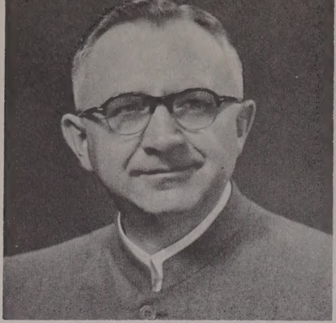
This growth has been made possible by the increase in student fees and through the increase in gifts and grants to the operating budget from the church, the alumni, the business and industrial community.

We deeply appreciate the many friends who contributed a total of $303,594 to the college during the past year. More than $200,000 of this was contributed by the church and alumni through the Development Program. This is evidence of a large community of persons who believe in the Goshen College program.

Twenty congregations have contributed in excess of $10 per member to Goshen College during the past year. Another five congregations gave between $9 and $10 per member.

We believe a goal of $10 per member, per year, is a fair and equitable guide. Of this amount, $3 is needed for current operating expenses and $7 for the building program.

Within the next five years, churches in our five-conference area should increase their contributions from the present $200,000 per year to $300,000 per year.



President Mininger

Continuing Concerns

Goshen College faces the greatest opportunity in its history. To meet the needs of the large number of young people who will be coming to our campus will require that we give our major attention to problems which are occasioned by growth. Planning and constructing buildings, securing additional funds, finding new faculty members—these will require much time and thought, but these are not the most important issues. My continuing concern will be that Goshen College maintain its integrity as a Christian college of liberal arts, fulfilling its mission as an instrument of the Mennonite Church. The pressures upon the college to deter it from this mission will be many and powerful. Often they will be subtle and difficult to recognize. We must therefore keep our objectives clear, and we must be united in our dedication to these objectives.

It is of primary importance that we maintain our integrity as a college of liberal arts. The pressures from our industrial society to introduce technical courses and prepare technicians will be great. At the same time there is a growing demand for persons who are liberally educated, capable of facing issues on the deeper levels and competent to make judgments and decisions in the light of basic values. It is the business of a liberal arts college to deliver such persons to our society.

Since Goshen College is not raising its admissions requirements, we will need to put forth special effort to maintain high standards of academic performance. Diligence in the pursuit of learning, must have priority among all students and intellectual excellence should be rewarded. At a time when it is popular to go to college, we must guard against making it easy.

In the midst of rapid growth we must resist every temptation that deals with students en mass and must retain and extend our emphasis upon the individual student as the object of education. There will be no satisfaction in discovering ten years from now that we have achieved growth in numbers at the expense of the "personal growth" of students.

Goshen College must maintain its integrity as a Christian college. The educational program should be carried on in the context of the Christian faith and with the clear understanding that the college is first of all an instrument of Christ and of His church. The faculty must intensify its efforts to understand the Christian faith and interpret the significance of that faith for human existence. The Bible should continue to have an important place in the curriculum.

As a college of the Mennonite Church, we are committed to preserving, enriching and perpetuating the best in our heritage. The "Anabaptist Vision" provides a modern interpretation of the permanent values in our heritage and can give us guidance as we seek to recover this "vision" and make it relevant to the life of the church during the second half of the twentieth century. To this task we must continue to address ourselves during the next ten years. Personal consecration and obedience to Christ, Christian witnessing, and "culture for service" should continue as strong emphases in our interpretation of Christian discipleship.

The integrity of the Christian liberal arts college requires that it be a Christian community. As we grow in numbers and in diversity of interests, faculty and students will need to put forth concerted effort to preserve at Goshen College a true "collegium." Unity within the academic community must be our goal.

"At a time when it is popular to go to college we must guard against making it easy."

GOSHEN COLLEGE BULLETIN

Vol. LIII December, 1959, Goshen, Indiana No. 14

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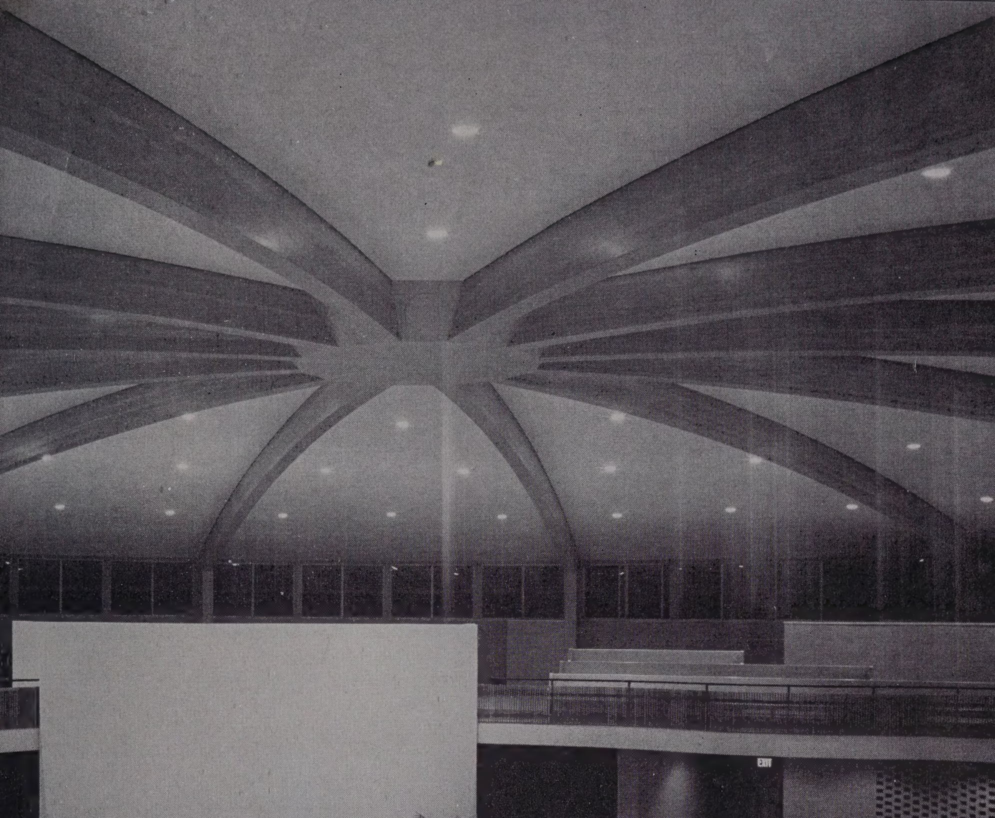

Goshen College Bulletin

Vol. LIII November 1959 No. 13

ASSOCIATED MENN. HIST. LIBRARY SEMINARIES
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The Alumni Newsletter

The YPCA Cabinet meets to consider its far-flung program. President Marlin Wenger (left foreground) coordinates work of the six commissions.

Let's Not Forget The Students

We often forget the student body as we reflect back on our Alma Mater. Buildings and faculty frequently tend to be uppermost in our thoughts. Yet the most numerous, most active and perhaps the most interesting part of the College is its student body.

The importance of the students is especially impressive around Goshen College this fall because there are so many of them. A record-breaking enrollment of 835 full-time students represents an increase over last year of nearly 20 per cent.

Work Days (left) have made it possible for students to contribute $87,000 to the College since 1947.

THE ALUMNI NEWSLETTER

November 1959 **Vol. LIII, No. 13**

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But more than mere numbers distinguish the Goshen students and make them worthy of our attention. Consider, for example, the following:

Item 1—Goshen students are uniting in prayer over the needs and victories of missionaries around the world. More than 200 missionaries in 24 foreign countries and the United States have been invited to share their prayer burdens.

Item 2—Students have earned and contributed more than $87,000 to the College since the beginning of the annual Work Days' program in 1947. This year's goal is $11,000.

Item 3—Goshen students support the work of no less than 38 student organizations. These range from the YPCA which includes most students and has a long list of functions, to such specialized groups as the Motet Singers, the Social Work or Photography Clubs, and the Creative Writing group.

Item 4—Student leaders meeting at a recent Student Activities Conference agreed that their task is to develop student responsibility, encourage creative expression, increase skill in group dynamics, stimulate reflective thought, and explore fields not covered in a student's academic program.

Class socials and parties (above) help round out the schedule. Representatives of the Peace Society (below) give a report on their Spring visit to the United Nations headquarters.

Wild Fruit Flies - A Curious Professo

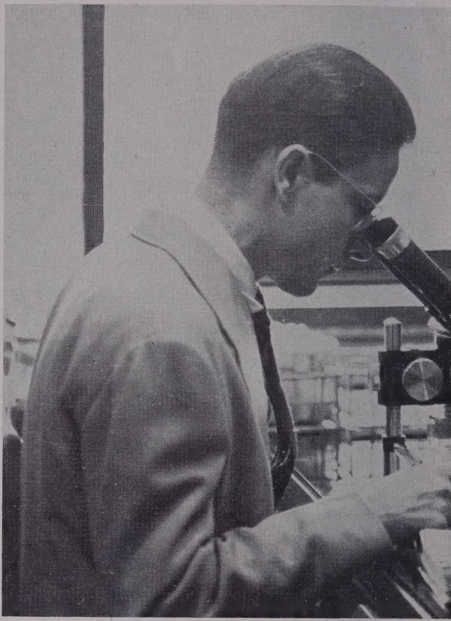
Does the study of wild fruit flies sound interesting? significant? Well it could be, and for **Merle E. Jacobs** 48, it is. In fact, he has been studying them for more than five years. At present he is continuing his research while serving on the faculty of Bethany Christian College, a church-related school located about 50 miles south of Pittsburgh, in Bethany, W. Va.

Prof. Jacobs however, is not alone in his estimate of the interest and significance of this research, for the National Institutes of Health is supporting his studies from their cancer research funds. In earlier stages of his work the studies were supported by other awards, including: the Lalor Award and University Research Council Award at Duke University where Jacobs began his research in 1954-57, and a Southern Fellowship Award at West Virginia University.

The newspapers have been as interested as the universities. News reports emphasize the possibility that Jacob's research may throw light on basic chemical reactions relating to cancer and certain forms of mental deficiency in humans. Naturally, Prof. Jacobs is making no rash claims for his research at this point but we must admit that the study of wild fruit flies sounds more interesting and significant than might seem to be the case on first thought.

Some of the flies (called "Drosophila Melangaster") are the ordinary tan color, some are black, and one strain has black tumors in the body. The black body and tumor pigment is "melanin," a pigment found in the skins and hair and black tumors of many animals. Jacobs is studying the metabolism of black, tan and hybrid flies to see whether they differ chemically, and if so, how the chemical differences are controlled genetically. Technically his studies are in the realm of "physiological genetics."

Since a similar chemical reaction is involved in certain forms of mental deficiency in humans, the research may ultimately have practical significance. Also it may shed new light on chemical reactions relating to cancer.



In his laboratory at Bethany College, Prof. **Merle Jacobs** 48, pursues his studies of wild fruit flies.

Various kinds of pigment in the fruit flies are directly inherited. Thus Jacobs is attempting to determine: 1) why dark insects are more common in the southern climates; and 2) why the hybrid offspring from black and tan parents show greater vigor and survival than either parent strain, and why hybrids do not share the nervous condition of their black parents.

Merle Jacobs is from the Johnstown, Pa., community. He received his Ph.D. in zoology from Indiana University in 1953, and taught for a year at Goshen in 1953-54. His wife, Elizabeth (Beyeler) 56, teaches in the public schools of Avella, Pa., about ten miles from Bethany.

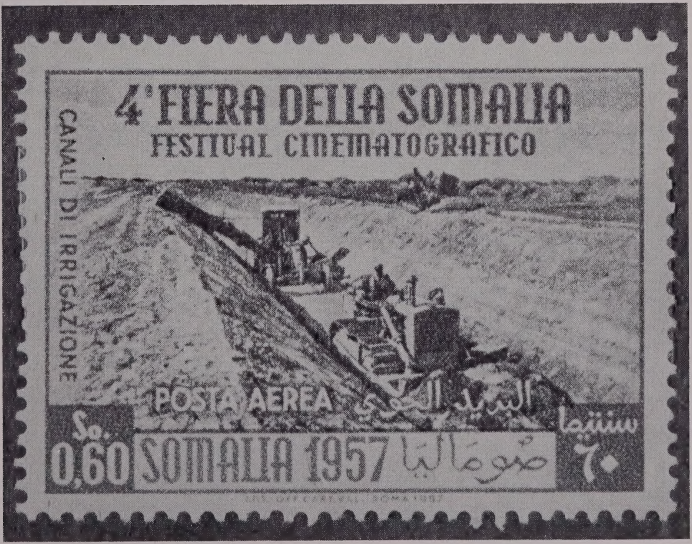
– and Cancer

Work of Alumni Represented On Somaliland Stamp

Six Goshen alumni hold important positions in the Ulrich Manufacturing Co., makers of the "Domor Elevating Grader," featured on a postage stamp issued by the government of Somaliland. The stamp shows the grader being used with a Caterpillar tractor in the construction of an irrigation canal in Somaliland.

Located in Roanoke, Ill., the Ulrich firm produces a variety of earthmoving equipment. The Elevating Grader featured on the stamp is used in approximately 70 foreign countries as well as in the United States.

Alumni currently working at Ulrich's are **Ivan Bachman** x44, purchasing agent; **John D. Hartzler** x36, personnel manager; **Willard Schrock** x44, assistant sales manager; **Frederick Springer** x57, illustrator; **Kenneth Weaver** sbt40, cost control superintendent, and **Kathleen (Imhoff) Zehr** x60, secretary in public relations.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Somaliland Stamp Features Ulrich's Elevating Grader

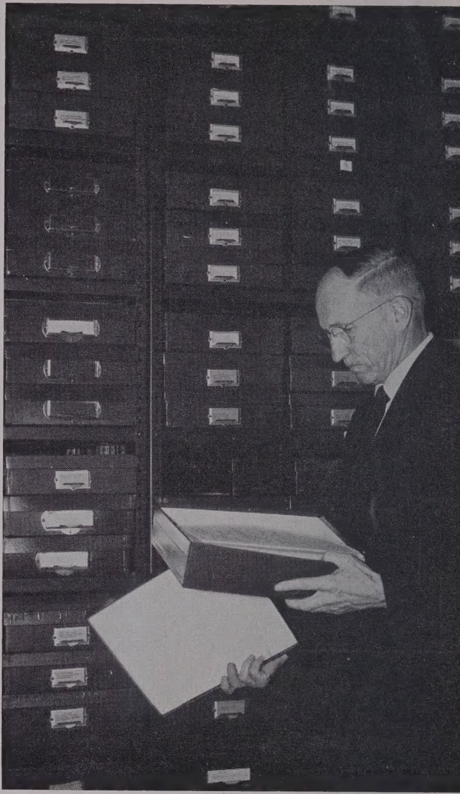
History in Boxes and on the Move

An estimated 350,000 documents, manuscripts, letters, church bulletins and other records are contained in the Archives of the Mennonite Church which were recently moved to new quarters in the Seminary Building at Goshen.

These new facilities are symbolic of other changes in the historical work of the Mennonite Church. For the first time a full-time historian—**Melvin Gingerich** 26—has been appointed to maintain the archives, direct the research, and promote the historical interests of the church. He in turn, is responsible to a newly formed Historical and Research Committee of the General Conference.

Located in the southwest section of the new Seminary Building, the facilities of the Historical Committee include five rooms: a large room for storing boxes of manuscripts and records (three times as much space as before), an office, a reading and work room, a carrel room for those doing extended research, and a photography dark room.

Adjacent to the Archives are facilities for the Mennonite Historical Library.



Melvin Gingerich examines correspondence of Daniel Kauffman in the Mennonite Archives.

The March of Education

Atlee Beechy 34
Ph.D.
Ohio State University
John Bixler 52
M.A.
State University of Iowa
Martha E. Eimen 44
M.A.
State University of Iowa
Charles D. Firebaugh 55
M.A.
Ohio State University
Keith R. Goss 50
M.A. Guidance
Western Michigan University
Gladys A. Keck 55
M A. Guidance
Western Michigan University
Rollin W. Krabill 35
M.Ed. Educational Administration
Kent State University
Wilma Miller 30
M.A.
University of Denver
Bradley K. Sims 55
M.A.
University of Michigan
Elsie Zook 48
M.A.
State University of Iowa

Student Prospects

Bender, Deborah Lenore, second daughter, fourth child of **Ross** 56 and **Ruth (Steinman)** 56pt **Bender,** Kitchener, Ont., June 24.

Bontreger, Wesley Jay, sixth son of **Vernon** 43s and **Miriam (Hoover) Bontreger,** Goshen, Ind., July 24.

Brunk, Susan Beth, third daughter, fourth child of **Lawrence** x56 and **Dorothy (Metzler) Brunk,** Buenos Aires, Argen., Sept. 1.

Buckwalter, Stephen Earl, second son, fourth child of **Albert** 47 and **Lois (Litwiller)** 44 **Buckwalter,** Chaco, Argen., Sept. 16.

Classen, Rebecca Sue, second daughter, third child of **Peter** 57 and **Hulda (Loewen)** 58pt **Classen,** Elkhart, Ind., May 29.

Ekeland, Jonathan Kaezmar, first son, second child of **Robert G.** 48 and **Vera (Kaezmar) Ekeland,** Southampton, Pa., Sept. 12.

Fricke, Brian Wayne, second son of **Elmer** and **Myrtle (Miller)** x53 **Fricke,** McMinnville, Ore., Aug. 30.

Good, Robert Moyer, second son of **Harold** 48 and **Doris (Moyer)** 48 **Good**, Waterloo, Ont., June 30.

Hege, Harold Andrew, third son, fourth child of **Nathan** x59 and **Arlene (Landis)** 50 **Hege**, Nazareth, Ethiopia, Aug. 22.

Hurst, Laura Lynn, first child of **Leonard J.** 52 and **Linda (Curran) Hurst**, Harvey, Ill., Aug. 31.

King, Marlin Dale, fifth son, sixth child of **Eldon** x57 and **Dorothy (Miller) King**, Goshen, Ind., June 29.

Klaassen, Steven Jay, son of **Glendon** 58 and **Reitha (Kauffman) Klaassen**, Mountain Lake, Minn., June 14.

Klassen, Kirsten Leigh, first daughter, second child of **William** 52 and **Marilyn (Horst)** 53 **Klassen**, Elkhart, Ind., Sept. 18.

Leatherman, Diane Cheryl, first daughter, second child of **David C.** 55 and **Julia** 56 **(Steiner) Leatherman**, Elkhart, Ind., Aug. 7.

Litwiller, Nancy Lou, third daughter, fourth child of **Elmer** and **Ethel (Bachman)** x51 **Litwiller**, Hopedale, Ill., Sept. 6.

Litwiller, Brian Lee, third son, fourth child of **Floyd** w47 and **Lona (Deter)** x50 **Litwiller**, Delavan, Ill., Aug. 23.

Miller, Mark Lavon, first child of **Marvin Lee** x62 and **Mary Ellen (Kauffman) Miller**, Goshen, Ind., July 4.

Miller, Jacqueline Rhea, first daughter, second child of **Stanley M.** x52 and **Violet (Hurst)** x55 **Miller**, Topeka, Ind., June 10.

Miller, Willis Eugene, first son, fourth child of **Willis** x51 and **Gladys (Mumaw)** x54, **Miller**, Harbor Springs, Mich., July 31.

Moser, David Lynn, first chid of **Loren** and **Grace (Liechty)** x58 **Moser**, Berne, Ind., Aug. 20.

Murray, Kathleen Karen, first child of **John** 60 and **Marilyn (Stauffer) Murray**, Goshen, Ind., July 27.

Nyce, Philip Lee, second son, fourth child of **Robert W.** 50 and **Ruth (Yoder)** 49 **Nyce**, Fayette, O., July 9.

Rutt, John Christopher, first child of **Wilmer** 56 and **Lois (Swartzendruber)** 56 **Rutt**, Philadelphia, Pa., Aug.20.

Schlabach, Beth Ann, second daughter, fourth child of **David** and **Lois (Miller)** x43 **Schlabach**, Scottdale, Pa., July 31.

Schrock, Joan Marie, second daughter of **Dellis** 56 and **Twila (Stoll) Schrock**, Casselton, N. Dak., Aug. 5.

Shetler, Tami Lin, daughter of **Luther** 38 and **Geneva (Stamm)** x40 **Shetler**, Bluffton O., July 29.

Schultz, Andreas, first son of **Wolfgang** x55 and **Christel (Ewert) Schultz**, Frankfurt, Germany, July 27.

Snyder, Keith LaMar, third son, fourth child of **Kenneth** 51 and **Celesta (Gasho)** w47 **Snyder**, Sturgis, Mich., Aug. 17.

Steiner, Mark Anderson, second son, third child of **Franklin** x48 and **Mildred (Zook) Steiner**, Denver, Colo., July 18.

Steiner, Douglas Howard, second son of **James H.** 53 and **Mary Ellen (Wolber)** x55 **Steiner**, Vietnam, July 30.

Unger, Benjamin Peter, son of **George** 54 and **Dorothy (Keller)** x51 **Unger**, Newton, Kans., Aug. 29.

Vandiver, Jonni Lynn, first child of **Richard** x59 and **La Von (Springer)** x60 **Vandiver**, Elkhart, Ind., Aug. 18.

Weaver, Rebecca Lynne, first daughter, second child of **Herman R.** 55 and **Grace (Mininger)** 57 **Weaver**, Ashley, Mich., July 26.

Weaver, William Ronald, second son, third child of **Kenneth J.** 53 and **June Marie (Collins) Weaver**, Harrisonburg, Va., Sept. 7.

Yoder, Angela Maria, first daughter, second child of **James D.** 54 and **Lonabelle (Jantzi)** 55 **Yoder**, Lees Summit, Mo., Aug. 11.

Yoder, Elisabeth Anne, fourth child, third daughter of **John Howard** 47 and **Annie (Guth)** x53 **Yoder**, Goshen, Ind., July 23.

Correction—Lael Douglas Long is the correct name for the recent son of Gene and Evelyn Long (previously reported as Gregory Eugene).

Weddings

June 27—**Orrin Eichelberger** 61, Wayland, Ia., and **Verda Sommers** 58, Louisville, O., at the Beech Mennonite Church by **Delvin Nussbaum** 55.

July 4—**Alvin Ray Graber** 58, Etna Green, Ind., and **Delores N. Kauffman** 59, McVeytown, Pa., at the Mattawana Mennonite Church, McVeytown, by Ross D. Metzler.

July 18—**Marlin E. Zook** x59, Hannibal, Mo., and **Ruth Mann**, Everett, Pa., at the Brethren in Christ Church, Everett, by Roy H. Mann, father of the bride.

July 25—**J. Clyde Landes** 54, Lansdale, Pa., and **Jane E. Schloneger** 57, Louisville, O., at the Beech Mennonite Church, Louisville, by **Ray Bair** 47.

Aug. 8—**Charles H. Kamp**, Grandville, Mich., and **Velma Frey** 52 of Archbold, O.

Aug. 8—**John Richard Fehring**, Goshen, Ind., and **Martha Musselman** 57, Gettysburg, Pa., at the Church of the Brethren, Gettysburg, by Paul Lantz.

Aug. 14—**Carl H. Wideman**, Gormley, Ont., and **Nancy Troyer** x60, Goshen, Ind., at the East Goshen Mennonite Church by **Ray Keim** 55.

Aug. 15—**Richard Slagell** 61, St. Johns, Mich., and **Norma Roeschley** 59, Flanagan, Ill., at the Waldo Mennonite Church, Flanagan, by **Edwin J. Stalter** x53.

Aug. 15—**George Allen Glass**, Alexandria, Ind., and **Janet Mae Huffman** 60, Elkhart, Ind., at the Beulah United Missionary Church by D. Paul Huffman.

Aug. 15—**Ora E. Miller**, Hicksville, O., and **Ruth Hostetler** 57, Middlebury, Ind., at the Lawrence Street Mennonite Church by **Lotus Troyer** 38 and **Wilbur Yoder** w37.

Aug. 15—**Albert J. Zehr** x62, Parkhill, Ont., and **Janet Cender**, Goshen, Ind., at the Pleasant View Mennonite Church by **John S. Steiner** x36.

Aug. 16—**Jarvis Howard Brown** and **Sue Ann Robinson** x59 both of New Paris, Ind., at the Brenneman United Missionary Church, Goshen, Ind.

Aug. 21—**J. Arthur Gingrich** x59, Lowpoint, Ill., and **Alicia Liable**, Washburn, Ill., at the Washburn Presbyterian Church by Roy Barlow.

Aug. 22—**Marvin J. Zook** and **Laura Mae Slabaugh** 58 both of Portsmouth, Va., at the Deep Creek Mennonite Church, Portsmouth, by Amos D. Wenger, Jr.

Aug. 22—**Milton Kay Troyer** x60, Goshen, Ind., and **Ann Sommer** 60, Kidron, O., at the Kidron Mennonite Church by **Reuben Hofstetter** w42.

Aug. 22—**Richard Graber** 58, Goshen, Ind., and **Rachel Leatherman** 59, London, Eng., at the College Mennonite church by **C. L. Graber** 28.

Aug. 22—**Eldon C. Cooke**, Lena, Ill., and **Berniece Gramley** staff 52-56, Freeport, Ill., at the Salem U.C.C. Church, Lena, by **Richard Yordy** 45.

Aug. 22—**Ira T. Zook, Jr.**, 61 Latour, Mo., and **E. Joan Esch**, Harrisonburg, Va., at Eastern Mennonite College by Ira E. Miller.

Aug. 22—**Russell Hochstetler** 61, Goshen, Ind., and **Catherine Ann Schlonger** x61, Louisville, O., at the Beech Mennonite Church by **Ray Bair** 47.

Aug. 23—**John David Ingold** 59, Ludlow, Ill., and **Margaret Ann Miller** 59, Wakarusa, Ind., at the Holdeman Mennonite Church, Wakarusa, by **Simon G. Gingerich** 49.

Aug. 29—**John K. Clemens** x60, Landsdale, Pa., and **Arlene Clemens** x61, Telford, Pa., at the Rocky Ridge Church, Telford, by Paul R. Clemens.

Aug. 30—**Scott Stanley, Jr.**, Kansas City, Kans., and **Janice Johns** x61, Goshen, Ind., at the First Methodist Church, Goshen, by **Woodrow Immel** 48 pt.

Aug. 30—**Herbert Klassen** 58, British Columbia, and **Maureen Harvey** x61, Middlesex, Eng., at Evanston, Ill. by **H. S. Bender** 18.

We'll See You at Homecoming

November 26-27, 1959

Come for the . . .

- * *Thanksgiving Service in GC's new Church Chapel Building; Sermon by J. C. Wenger*
- * *Thanksgiving Dinner with former classmates*
- * *After-Dinner Alumni Program*
- * *Thursday Evening Chorus Program*
- * *Special Friday Chapel—John Litwiller*
- * *Friday Afternoon Basketball Games*
- * *LM Concert Richard Ellasser—brilliant, young organist*

Richard Ellasser

Personals

Hospital Grande Riviere in Haiti is the new place of service for Doctor **John** 53 and **Naomi (Hertzler)** 53 **Bender.** Under Mennonite Central Committee sponsorship, they flew to the island in mid-September to start a new medical-agricultural program in the northern plains area of Haiti.

A widely noted experiment among Methodist churches is headed by **J. Artley Leatherman** x40, pastor of the Allison Methodist Church and member of the faculty of Dickinson College, Carlisle, Pa. The experiment involves the joint use of a new $875,000 church building by both student body and local congregation (similar to Goshen's arrangement).

Mr. Leatherman, who is also active in promoting Prayer Life Movements, is a graduate of Evansville College and Boston University. He is a native of Bristol, Ind., and became interested in attending Goshen College after hearing Prof. John Umble and a college quartet in a program at his local high school.

Paul Verghese 52, well known GC alumnus from India, has returned to this country to study at Yale Divinity School for an estimated two years.

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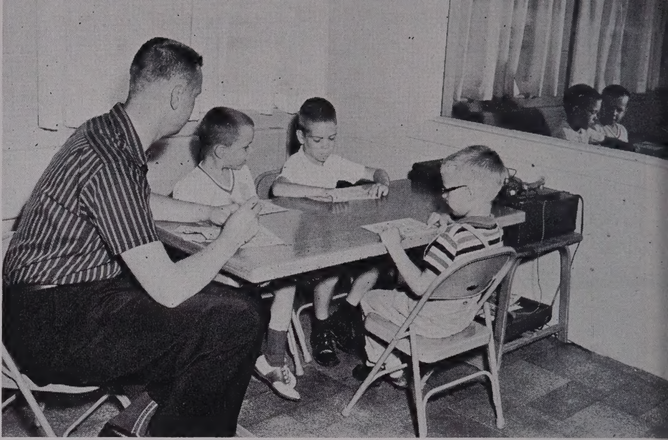
Goshen College Bulletin

Vol. LIII September 1959 No. 11

The Alumni Newsletter

Dave Yoder, Speech Therapist, gives direction to three of his young patients in his office-laboratory room. The mirror at the right is a one-way window for observation by parents and students.



Speech Therapy Is Rewarding

By Roy Umble

If you want to know what a speech and hearing therapist does, ask Dave Yoder. Since June, David E. 54, is in charge of speech and hearing therapy at the Elkhart County Rehabilitation Center, 702 Williams Street, Elkhart. Sponsored by the Elkhart County Crippled Children's Association, Inc., an agency under the United Fund, the Center serves the entire county.

The speech therapy room is both office and laboratory. Equipment in Dave's room includes an audiometer, a train-ear, and a tape recorder. He uses a small table with four small chairs, and a mirror-observation window. Dave has several sets of speech cards, picture books and brightly colored toys. Behind his big desk in the corner is a book case with large volumes about speech and hearing therapy and also some small pamphlets published by the National Society for Crippled Children and Adults.

Dave's work consists of "intake" interviews, diagnostic testing including audiometric tests for hearing, direct therapy, counseling with parents, meetings and case conferences with other staff members and medical consultants, and writing reports and referral letters to doctors, school administrators, and parents. Patients range in age from three and four year old pre-schoolers to aged adults. Although the majority of them live in or near Elkhart, others come from all parts of the country. If necessary, Dave can shift to signs and gestures for testing the hard-of-hearing or to Pennsylvania Dutch if the examinee prefers.

Following the "intake" routine, the staff recommends the kind and amount of therapy. Some of the pre-school children who attend the nursery-kindergarten at the Center receive speech lessons every day. School-age children and adults whose speech needs are not met elsewhere receive "out-patient" therapy, one, two or three one-half hour sessions (lessons) each week, depending upon the severity of the speech problem, the age of the individual and his attention span and motivation.

Types of problems treated include: articulation defects as a result of cerebral palsy, cleft palate, hearing defects, or other non-organic causes; delayed speech and language; hard of hearing cases requiring lip reading; non-fluent speech sometimes referred to as stuttering (but Dave wouldn't use the word unless the patient used it first); aphasia, a language disturbance caused by injury (stroke or accident) to the brain; voice and breathing.

THE ALUMNI NEWSLETTER
September 1959 **Vol. LIII No. 11**
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Dave's co-workers in this clinic team at the Center are a physical therapist, an occupational therapist, a nursery-kindergarten teacher, a receptionist-secretary, a driver, a director, and many volunteer helpers from the community. Last year again a number of students from the College volunteered their assistance in various departments.

Patients may be referred to the Center by their family doctor, by medical specialists, by teachers, or by interested friends. Each year the County Medical Association appoints a nine-man medical committee from among their own number who serve as medical consultants. The present chairman of this group is Dr. C. Richard Yoder, M.D., class of 1937, a practicing pediatrician in Elkhart for the past ten years.

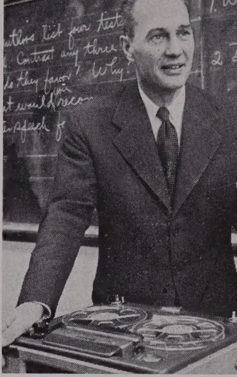
During Dave's undergraduate years at Goshen where he majored in speech, he often visited the Center as a volunteer worker. He was the first Goshen College student to do practice teaching in speech correction. While he was completing his M.A. in speech at Northwestern University, he was a clinical assistant in speech correction working closely with Dr. Harold Westlake, a nationally known authority in speech correction and cerebral palsy.

As a result of his extended professional training and clinical experience under supervision, Dave has been awarded the Basis Clinical Certificate in Speech by the American Speech and Hearing Association. Mrs. Abe Hostetter (Pat Lerch 52) has also earned this recognition.

During 1956 and 1957 Dave was a speech therapist on the staff of the Delaware State Board of Health, Division of Crippled Children's Services. Last year as director of special education for the Goshen City Public Schools, he was in charge of hearing testing and speech correction for all grades and of the supervision for special classes for children with learning problems.

Pre-schoolers attend the nursery-kindergarten at the Center each day. While here the children are called out for treatment in their area of need.

During the second semester, 1958-59, he taught a course in Speech Correction at the College. It is planned that this course or a similar one will be offered again.



Roy Umble, Professor
Speech at GC, spent part
his summer at the Center a
sisting in the program.

The best way to understand speech and hearing therapy is to observe him at work. In spite of his heavy schedule visitors are always welcome at the Center, Goshen College alumni included.

Degrees Granted

Dr. James R. Delp, 55, graduated from Jefferson Medical College, Philadelphia, in June and is now interning at Cincinnati General Hospital, Cincinnati, Ohio.

Dr. Samuel L. Stover, 52, who graduated from Jefferson Medical College in June, is now serving his internship at St. Luke's Hospital, Bethlehem, Pa.

Erwin Howard Mellinger, 57, received his Master of Social Work degree from Washington University, St. Louis, Missouri, in June.

Russel A. Liechty, 53, and **Charles A. Burkholder, 55,** received their Master of Arts and Master of Social Work degrees from Ohio State University, Columbus, Ohio.

From the University of Denver, **Ila Lenore Eichelberger, 56,** received her Master of Social Work degree on June 10.

Esther M. Munger, 55, received her Master of Arts degree with a specialization in Teaching in the Elementary School from Western Michigan University, Kalamazoo, Michigan.

From the State University of Iowa, **Myrtle I. Hamilton, 54,** received a Master of Arts degree in the field of Home Economics on June 12.

1959-60 Faculty Changes

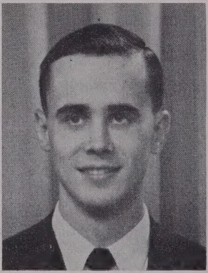
The '59-60 Goshen College faculty will include six new members this fall when classes resume. Fourteen faculty members will be away on leave of absence and two will be taking sabbatical leaves.

Russel Liechty, Dean of Men at Goshen, formerly served as Assistant Dean of Men for three years. He graduated from Goshen (B.A. 1953) and from Ohio State University (M.A. 1959). His wife Marjorie (Schertz) is a graduate of 53. He taught for two years in English and Social Studies at Columbus, Ohio. Liechty, the father of two children, will also serve as Coordinator of Scholarships and Student Aid and as Assistant Professor of Education.

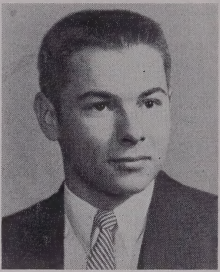
Russel Liechty

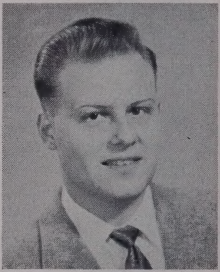
Jess Yoder, Birdsboro, Pa., comes to Goshen as Assistant Professor of Speech this fall. He received his B.A. degree from Goshen in '53 and his B.D. in '56. More recently he graduated from Northwestern University, where he had a teaching fellowship, with a Master of Arts degree. Yoder served in relief work in Belgium and Germany from 1947-49; he attended the University of Heidelberg, Germany for one year. He was ordained in 1954 and recently completed an assignment of two years at the Zion Mennonite Church.

Jess Yoder


Byron Bender

Byron Bender will join the faculty second semester as Assistant Professor of Linguistics and Anthropology. A 49 graduate of Goshen he received his A.M. degree from Indiana University in 1950 and is now a Ph.D. candidate at the same school. Bender is currently working in a Trust Territory of the U.S. Government in the Marshall Islands both in school and government capacities. He is revising and respelling the entire Bible in Marshallese in cooperation with a Protestant missionary. Mrs. Bender is formerly from Martinsburg, Pa. Mrs. Bender, the former Lois Graber, is a graduate of 1950.


Ed Herr


Lon Sherer

Ed Herr, Dalton, Ohio, has been named Instructor in Physical Education. Mr. Herr is a '54 graduate of Goshen and has recently taken some undergraduate work at Kent State University. While here as a student he served as an assistant in the athletic department for three years. Mr. Herr served for two years in the Mennonite Hospital at Bloomington, Illinois as a lab technician.

Lon Sherer, Assistant Professor of Music, received his Bachelor of Music degree from Michigan State University and his Master of Music degree from the University of Michigan. Mr. Sherer and his wife, Kathryn (Summers), '54, recently returned from Mussoorie, U.P., India, where he served as the Head of the Music Department at the Woodstock School. While in India Sherer also took part in professional concerts; both of his degrees are in applied violin.

Catherine Hernley, Cleveland, Ohio, is currently serving on the Goshen faculty as Instructor in Nursing. She earned her

Bachelor of Science in Nursing degree from Western Reserve University. She recently served as a staff nurse in psychiatry at the University Hospitals in Cleveland where she plans to return at the end of the first semester.

Catherine Hernley

Faculty who are on Sabbatical leaves are Orpah Mosemann, director of the School of Nursing, and Leland Bachman, Co-ordinator of Public Relations.

Others who are away on leaves for study or special assignments are: Mable Brunk, Assistant Professor of Nursing, Roman Gingerich, Professor of Physical Education, Lester Glick, Assistant Professor of Social Work, LaMarr Kopp, Assistant Professor of German, J. Marvin Nafziger, Assistant Professor of Bible, and Dwight Weldy, Associate Professor of Music.

Karl Massanari, Director of Teacher Education, and John Oyer, Associate Professor of History, will be returning to Goshen after having been on a year's leave of absence.

Alumni Meet in East

One-hundred-three Goshen College Alumni of Eastern Pennsylvania met at the General Sutter Hotel in Lititz on May 9 for their annual meeting. Willard Roth gave the invocation after which the chairman, Paul Moyer, Danboro, presided over the business meeting. Melvin Sweigart was chosen as Chairman-elect; Dr. Paul Brenneman will serve as chairman next year. Willis Breckbill will serve another year as secretary-treasurer.

Warren Leatherman led the group in singing and a quartet composed of Mr. and Mrs. Stanley Yale and Mr. and Mrs. Merrill Raber presented several numbers. Other special music was provided by Mrs. Robert Miller and Hilda Carper on the recorder, Mrs. Clarence Brubaker, soloist, and Rosa Kolb Graybill, pianist.

Franklin Bishop, Professor of Agriculture, showed slides of the campus.

Personals

Ethel Reeser Cosco, Salem, Oregon, 49, has set up a two-room private kindergarten and with the help of two able assistants, is teaching 36 five-year-olds for 2½ hours every morning. She says that one of the more exciting happenings in their family has been the adoption of a 6-year-old Italian girl. It is proving to be an interesting study on the question of which is more important—heredity or environment. They are still not sure.

James C. Markel, 57, swimming coach for the San Antonio Aquatic Club, will join the Corpus Christi faculty as chairman of the department of physical education and coach of swimming. Markel received his master of science degree from Indiana University. He taught swimming and minor sports at Goshen. He now holds four state championships in swimming and diving in Indiana. He has had 10 years of experience as a swimming coach and was the trainer of 50 award winners in last year's National AAU swimming meet.

Charles and Ruth Shenk 57 and x59 report that their formal language study is almost over in Tokyo, Japan and that they will be returning to full time mission work. A number of Japanese friends who have found following Christ difficult have been seeking and are again reconciling themselves to Him—they report that this is a real encouragement in their work.

Frieda Guengerich, 43, Congo Belge, Africa, reports that she is kept busy six days a week this year with the responsibility of supervising the primary school which consists of grades one to five with a sixth and

(*Continued on page* 7)

For Women Only

Amy Hunsberger, Assistant Dean of Women, reports that there is going to be a **grand cleaning** of the Kulp Hall attic. If you as an alumna have any belongings—books, furniture, clothes—up there which you want saved it must be reported to her by October 1. When you write to her, describe in detail the items which are yours and also tell her how you plan to take care of them. You will have until October 15 to pick up the items or arrange to have them mailed to you.

Student Prospects

Amstutz, Lori Jean, second daughter of **Mahlon** 52 and **Judy (Ebersole)** x55 **Amstutz,** Denver, Colo., June 12.

Alderfer, Amy Wade, fifth child, fourth daughter of **Edwin** 45 and **Helen (Wade)** 43 **Alderfer,** Scottdale, Pa., July 12.

Augsburger, Marcia Louise, third child, first daughter of **Myron** 69 and **Esther (Kniss) Augsburger,** Goshen, Ind., April 18.

Bender, Deborah Lenore, fourth child, second daughter of **Ross T.** 56 and **(Ruth Steinmann)** 56pt **Bender,** Kitchener, Ont., June 24.

Blosser, George Lowell, second son of **Howard** 39 and **Eva (Stauffer)** 49 **Blosser,** New Carlisle, Ohio, May 1.

Brenneman, Joanne Elaine, fifth living child, third daughter of **Paul G.** 44 and **Grace (Bergey) Brenneman,** Doylestown, Pa., Feb. 28.

Brubaker, Betty Ann, first child of **James D.** and **Carley June (Eash)** 58 **Brubaker,** Philadelphia, Pa., June 22, 1959.

Byler, David Alan, fifth child, third son of **Roy** and **Ruby (Fisher)** 44 **Byler,** West Liberty, Ohio, March 22.

Eby, Douglas Keith, first child of **Lawrence S.** 57 and **Mary Jane (Breneman)** 57 **Eby,** Ann Arbor, Michigan, April 22.

Flisher, Sylvia Lavon, third daughter of **Jacob** 49 and **Arville (Miller)** 50 **Flisher,** on furlough from India, now at Kalona, Iowa, June 28.

Frederick, Mary Jo, fourth child, third daughter of **Charles** 53 and **Sara Lu (Graber)** x54 **Frederick,** Bay Port, Mich., June 4.

Friedmann, Aloysia Cecile, first child of **Martin** x51 and **Laila (Storch) Friedmann,** Wilkes-Barre, Pa., April 30.

Funk, David Aaron, second son, fourth child of **Melvin** rt43 and **Frances (Beckenbach) Funk,** Danville, Ill., June 1.

Grasse, Susan Lois, fourth child, third daughter of **Alvin** 51 and **Ruth (Swartzenruber)** x53 **Grasse,** Wellman, Iowa, May 12.

Heatwole, Roger Lynn, third son of **Franklyn** and **Esther (Bixler)** 53 **Heatwole,** La Junta, Colo., April 11.

Heinsmans, Joseph Leon, first son, second child of **William** and **Melba (Schlatter)** 57 **Heinsmans,** Chicago, Ill., March 28, 1959.

Hersberger, Marcella Joy, first child of **Winford Gene** x60 and **Rosa Mae (Stauffer)** x60 **Hershberger,** Goshen, Ind., April 13.

Hillerbrand, Eric Thomas, first child of **Hans** x55 and **Bonnie (Brunk)** 58 **Hillerbrand,** Goshen, Ind., April 24.

Holdeman, Cynthia Dianne, third child, second daughter of **Ivan** 49 and **Ann (Theocharides) Holdeman,** Denver, Colo., July 3.

Hooley, Rosemary Kay, second daughter, second child of **Elmo R.** and **Melinda (Jost)** 48 **Hooley,** Orrville, Ohio, December 21, 1958.

Hoover, Randal Dean, third child, second son of **Martin E.** x52 and **Frances (Lais)** 53 **Hoover,** Los Angeles, Calif., May 16.

Hostetler, Janet Kay, fourth child, second daughter of **Merritt** x46 and **Loleta (Miller) Hostetler,** Topeka, Ind., July 11.

Hostetler, Lisa Marie, third child, second living daughter of **John Jay** 51 and **Mary (Derstine) Hostetler,** Topeka, Ind., Feb. 12.

Hostetler, Reneda Sue, second daughter, first living child of **Clair V.** 52pt and **Esther (Miller)** x55 **Hostetler,** Smithville, Ohio.

Ingold, Duane Frederick, second child, first son of **Clarence D.** and **Emma L. (Birky)** x56 **Ingold,** Ludlow, Ill., May 18.

Kanagy, Timothy Paul, fourth living child, third son of **Lee** 49 and **Adella (Brunk)** 44 **Kanagy,** Hokkaido, Japan, received into home on day of birth, June 15, 1958, adoption completed May 13.

Leatherman, Diane Cheryl, second child, first daughter of **David C.** 55 and **Julia (Steiner)** 56 **Leatherman,** Elkhart, Ind., Aug. 7.

Litwiller, Steven Scott, first child of **Stanley** and **Edna (Hertzler)** 58 **Litwiller,** Parnell, Iowa, March 16.

Long, Gregory Eugene, first child of **Gene** x59 and **Evelyn (Miller)** x60 **Long,** Goshen, Ind., May 25.

Lugbill, Ron Geoffrey, third child, second son of **Ralph** 53 and **Viva (Stoltzfus) Lugbill,** Archbold, Ohio, May 11.

Martin, Phillip Eric, second son of **Jason S.** 59 and **Mary (Baer) Martin,** Wakarusa, Ind., April 3.

Meyers, Bruce Arnold, fourth child, third son of **Earl** 51 and **Clara (Erb)** x52 **Meyers,** Markstay, Ont., April 1.

Mills, Gregory Calvin, second child, second son of **Calvin** and **Esther (Miller)** x54 **Mills,** Goshen, Ind., June 19.

Murray, Kathleen Karen, first child of **John** x60 and **Marilyn (Stauffer) Murray,** Goshen College, Goshen, Ind., July 27.

North, Brenda Jane, second child, first daughter of **Wayne** 54 and **Doris (Amstutz)** 55 **North,** Vineland, Ont., June 23.

Osborne, Marilyn Joy, second daughter of **Millard** 55 and **Joyce (Nyce)** 54 **Osborne,** Elkhart, Ind., Feb. 27.

Otto, John Walter, second son of **Darrel D.** x52 and **Ruth Anna (Mast)** x52 **Otto,** Fort Worth, Texas, May 21.

Podbelsek, Curtis Samuel, first child of **Charles S.** and **Leda (Litwiller)** 46 **Podbelsek,** St. Charles, Mo., June 28.

Roth, Keven Roy, second child, first son of **Willard E.** x58 and **Alice (Metzler)** 57 **Roth,** Akron, Pa., April 18.

Schertz, Cynthia Kay, fourth child, third daughter of **Eugene W.** w43 and **Orpha (Bachman) Schertz,** Metamora, Ill., March 7.

Schlabach, John Carlyle, second son of **Theron** x60 and **Sara A. (Kauffman) Schlabach,** Goshen, Ind., May 4.

Schrock, Daniel Paul, first child of **H. Devon** and **Alice (Ramer)** x61 **Schrock,** Wakarusa, Ind., April 16.

Shenk, Ken, fourth child, second son of **Charles** 57 and **Ruth (Frey)** x59 **Shenk, Tokyo, Japan,** June 21.

Sherman, Roger Wayne, first child of **Bob** x60 and **Charlene (Mast) Sherman,** Denver, Colo., July 2.

Smucker, Elizabeth Ann, first child of **John R.** 56 and **Donna (Gerber)** 56 **Smucker,** North Lawrence, Ohio, May 7.

Smucker, Robert Craig, sixth child, fourth son of **Arthur A.** 49 and **Oma (Hershberger)** 47 **Smucker,** Goshen, Ind., April 10.

Snyder, Anne Elizabeth, third child, second daughter of **Mario** 53 and **Barbara (Snyder)** 52 **Snyder,** Chicago, Ill., April 24.

Snyder, Julia Beth, third child, second daughter of **John W.** 48 and **Lois (Buckwalter)** 48 **Snyder,** Kitchener, Ont., April 6.

Springer, James Arthur, third child, second son of **Carrol** x50 and **Pauline (Nafziger) Springer,** Hopedale, Ill., April 13.

Springer, Thomas Yale, third child, second son of **Elmo** and **Irene (Litwiller)** x52 **Springer,** Stanford, Ill., May 20.

Swartzendruber, Evelyn Sue, fourth child, third daughter of **Emery** x53 and **Josephine (Lehman)** x50 **Swartzendruber,** Rocky Ford, Colo., April 7.

Tyson, Richard Gerald, born July 23, 1955 and Angella Jo, born July 19, 1956, third son and first daughter of **Norman G.** and **Clara (Good)** x52 **Tyson,** Valparaiso, Ind., by adoption, May 15.

Waybill, Peter Nelson, first child of **Nelson** 58 and **Marjorie (Yoder)** 55 **Waybill,** Scottdale, Pa., March 23.

Yoder, Dwan Kristine, first child of **Thomas** x59 and **Hazel (Zehr)** 59 **Yoder,** N. Newton, Kans., March 25.

Yoder, Janet Edna, third child, second daughter of **Wayne C.** 52pt and **Gladys (Selzer)** s50 **Yoder,** Goshen, Ind., March 19.

Yordy, David Brian, third son of Richard 46 and **Ruth (Miller)** x45 **Yordy,** Freeport, Ill., May 29.

Zehr, Byron Kent, first child of **Daniel E.** 59 and **Elaine (Bender)** 57 **Zehr,** Goshen, Ind., Feb. 23.

Weddings

January 19—**Omar Troyer** x61, Goshen, Ind., and **Laura Miller**, Goshen, Ind., at the Pleasant View Church by John S. Steiner.

March 28—**Wendell Litwiller** x59, Eureka, Ill., and **Betty Ann Wenger** 58, Scottdale, Pa., at the Scottdale Church by **William Hallman** 55.

April 4—**Charles E. Heath**, Cleveland, Ohio, and **Martha E. Hernley** x49, Scottdale, Pa., at Winchester, Va. by Joseph S. Duckwall.

April 18—**Duane Yoder**, Goshen, Ind., and **Mary Alice Sieber** x61, Elkhart, Ind., at the Eighth Street Mennonite Church by **Richard Yordy** 45.

April 24—**Marvin Slaubaugh**, Parnell, Iowa and **Grace Miller** 56, Goshen, Ind., at the East Goshen Church by S. C. Yoder.

May 19—**Prentice Hartsburg** x59, Moorefield, W. Va., and **Nona Yoder** x56, Meyersdale, Pa., at the Springs, Pa. church by Walter C. Otto.

May 23—**Truman Weaver** x58, Wakarusa, Ind., and **Elnora Kay Mumaw** x57, Wakarusa, Ind., at the Yellow Creek Mennonite Church by **Peter Wiebe** 49.

May 23—**Ned V. Stump**, Cromwell, Ind., and **Nancy Bovee** 59, Wolcottville, Ind., at the Apostolic Temple, Mishawaka, by Worthy Rowe.

June 6—**Robert Hostetler**, Goshen, Ind. and **Helen Strickler** pt58, Goshen, Ind., at the Augustana Lutheran Church by Carl Benander.

June 6—**Maurice Mullet** 59, Berlin, Ohio, and **Janice Stickel** 59, Nappanee, Ind., at the North Main Street Church by **Paul Hummel** x51, assisted by **Homer North** 57pt.

June 7—**Oren Glick** x58, Minot, N. Dak., and **Rozella Schmidt**, Henderson, Nebr., at the General Conference Church, Henderson, by John Gaeddert.

June 7—**Merle Jacobs** 48, Bethany, West Va., and **Elizabeth Beyeler** 56, Wooster, Ohio, at the Crown Hill Mennonite Church by Noah Hilty.

June 7—**Jonathan N. Roth** 59, Albany, Oregon, and **Mary Ann Smucker** x60, Plain City, Ohio, at the Smithville Mennonite Church.

June 12—**Seth S. Miller** pt54, Goshen, Ind., and **Patricia Belt** 59, Goshen, Ind., at the First Baptist Church by Maynard Kulp.

June 13—**Lester Derksen**, Newton, Kans., and **Mary Ellen Weldy** 54, Wakarusa, Ind., at the Eighth Street Mennonite Church, Goshen, by **Robert Hartzler** 41.

June 13—**Arlin Hunsberger**, Telford, Pa., and **Naomi Derstine** 55, Telford, Pa., at the Blooming Glenn Church by **David Derstine Jr.** 46.

June 13—**Darrel H. King** x62, West Liberty, Ohio, and **Mary Ann Hostetler** 56, Smithville, Ohio, at the Oak Grove Mennonite Church by **Virgil Gerig** x40.

June 19—**Vernice Begley** x58, Berlin, Ohio, and **Pauline Mumma**, Kansas City, Mo., at the Neffsville (Pa.) Church by Roman Stutzman.

June 20—**Walter L. Mishler** w44, Shipshewana, Ind., and **Thelma E. Goetz** x52, Goshen, Ind., at the Yellow Creek Mennonite Church by **Peter B. Wiebe** 49.

June 20—**Richard A. Schmidt**, Emporia, Kansas, and **Dorothy Rice** x59, South Bend, Ind., at the Eighth Street Mennonite Church, Goshen by **Robert Hartzler** 41.

June 27—**Jon Michael Yoder**, Middlebury, Ind., and **Nadine Byler** 57, Goshen, Ind., at the Eighth Street Mennonite Church, Goshen, by John Mosemann.

June 27—**Gareth David French**, McVeytown, Pa., and **Yvonne Louise Brenneman** x62, Belleville, Pa., at the Maple Grove Church by Waldo E. Miller.

July 5—**Duane V. Smith** pt59, Elkhart, Ind., and **Evelyn Joyce Snearly**, Elkhart, Ind., at the Trinity Methodist Church by J. Vergil Siberal.

Personals

(Continued from page 5)

seventh grade section. There are about 470 pupils in 11 classes which are each taught by an African teacher.

Johannes Meyer, 53, is serving his second term as an educator in the Near East. He spent the past year in the U. S. on furlough where he received his master's degree in the teaching of science from Yale University. He is teaching at Tarsus College in Turkey and also at the American Academy for Girls in Uskuday.

David Lehman, D.D.S., 49, has recently returned with his family from two years of service in Puerto Rico. Mr. Lehman served in a notable way by not only caring for teeth which were poor or impossible to save, but by promoting an educational program on the care of teeth. As a result of this program he reports that both he and another doctor have extracted one-half as many teeth per month as he did alone each of the first three months that he was there. As a part of their dental education program, he talked to about 4,000 school children, besides parents and teachers, on the subject of tooth decay and preventatives.

Mrs. Lehman, the former Doris Liechty, is a 50 graduate of Goshen College.

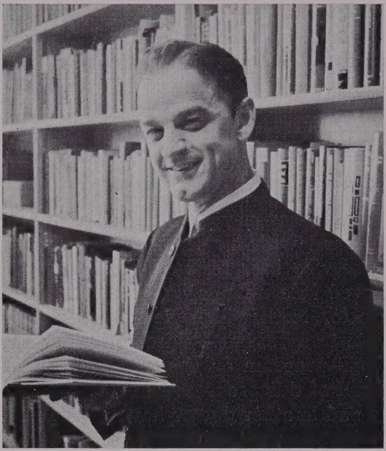
Patricia Brenneman Santiago, 53, is busy serving in Puerto Rico as the wife of a licensed pastor of the Cayey-Altura Mennonite congregation. She and her husband, Fidel, are also working for the insular government, he as an X-ray technician in a T.B. center and she in the Public Welfare Department as a social worker.

Harold J. Schultz, 56, received his doctor of philosophy degree at Duke university in June. He will be working as Assistant Professor of History and Political Science at Stetson University, Deland, Florida.

Working towards the completion of his Ph.D. in organic chemistry is **Paul Swartzentruber's, 53,** plan for the next two years. He and his family are living in Columbia, Missouri where he is attending the University of Missouri.

Group Dynamics in Evangelism

Group Dynamics in Evangelism. By Paul M. Miller. Herald Press, pp. 202, $3.50.



Paul M. Miller

Professor Paul M. Miller of the Goshen College Biblical Seminary faculty has become widely known throughout the Mennonite Church for his deep interest in evangelism. In this little volume, he calls the attention of the church to an important new technique in the field of evangelism.

Group dynamics has been a rapidly developing field in the sciences of human relationships. The insights gained have been applied in education, in industry and in penal and mental institutions. In this book, the author relates the potential of this field to the evangelistic task of the church.

He does not disparage other methods of evangelism. He does not advocate this as the only method that the church ought to use in evangelism today. But this book is born out of a deep concern that the church use every method so she might be "All things to all men that she might by all means save some."

The author is well prepared for the task of writing this book. He has been trained in the field of psychology and has done considerable research in the field of group dynamics as a background for this book. He likewise understands the genius and mission of the church and loves the church deeply. He brings a unique insight to this study by virtue of his competence in both of these fields.

In the rapidly changing structure of modern industrialized society, we seem to be losing many of the values of human group relationships. As a result many people are lonely, bewildered, lost. Professor Miller clearly demonstrates one way in which the healing love of the Christian church can reach out a redemptive hand of fellowship to lost men of our day. This well-written readable book should stimulate the church toward further fulfillment of her redemptive obligations in the world of our day. I would highly recommend it for every family bookshelf.

John D. Zehr.

Daniel Smith, 49, has been selected by Michigan State University as one of twenty traveling science teachers to cover a seven state area, including Ohio and Michigan. He will lecture and give demonstrations in the science departments of the public schools. The program is sponsored by the National Science Foundation. He received his master's degree from Michigan State in 1958 and is continuing work towards his doctorate.

Goshen College Bulletin

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The Alumni Newsletter

Professor Snyder is a Purdue University economist who has specialized in the development of mathematical techniques useful in analyzing business problems. He is currently teaching several business administration courses at Goshen College. Besides teaching at Goshen and Purdue, he also works as a private management consultant, analyzing problems of plant location, product pricing and distribution.

by James C. Snyder

Management Training At Goshen College

Since the turn of the century, the classical disciplines of medicine, theology, and law have had to make room for the more recent professions of engineering, journalism and teaching. Our increasingly complex society requires an ever broadening development and training of the human resource.

Thus, in the current American scene, a college degree is becoming more and more an important ingredient of a successful career—not only in the established professions, but in business itself whose top leadership is frequently recruited from the highly educated executives that are found in industry today.

The important fact, here, is that business administration has now become one of our newest professions. All the trappings of curricula, standards, and degrees that a university can bestow, are found in the developing management programs at the nation's leading colleges and universities. Of more significance, however, in these programs, is the new partnership that has developed between the old antagonists—business and education. Recognizing that there are still campus longhairs who are highly suspicious of anything that smacks of business, and that there are old-guard "Babbitts" who unrealistically scorn "eggheads," most of this misunderstanding has subsided, and fortunately so for our American Society. For in a capitalistic economy, the power residing in the leadership of our business organizations is such that today's leaders must not only be concerned with efficiency and profits, but also with the ramifications of business activity in the larger social and political unit of which it is a part.

It is in light of these needs that professional management training today must be related in terms of the Christian conviction to the basic liberal tradition of learning. The creative type of business leadership so

The Alumni Newsletter

March 1959 Vol. LIII, No. 5

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necessary to meet the unparalleled challenge of the problems of contemporary society will most often be found in the executive who has built his professional management training upon the foundation of the humanities and the liberal arts.

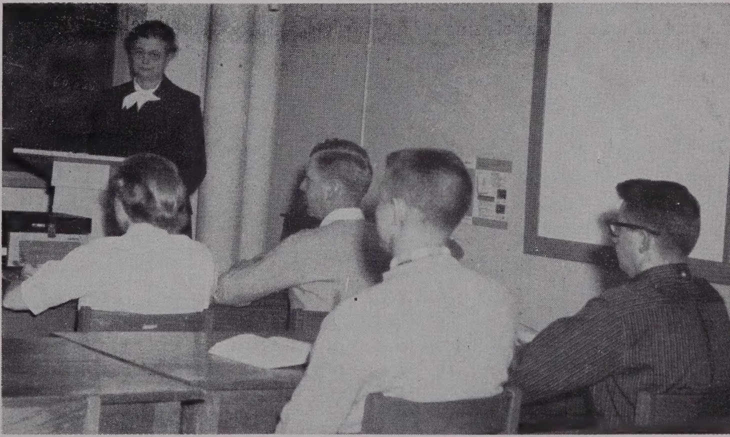
In years past, Goshen College has made a significant contribution in the training of business leadership. With a firm grounding in the beliefs and traditions of the Mennonite fellowship, and a vigorous training in the academic disciplines, her alumni in positions of business leadership are making their unique contribution to the Christian cause within the context of industrial activity.

Without undermining this basic educational philosophy, additional business administration course offerings are being proposed for the coming school years. These courses will offer greater opportunity for professional training in the areas of finance, human relations, production, marketing, and business policy, and are designed specifically for students who plan to enter business, either upon graduation, or after specialized training in graduate school.

Goshen College thus continues, with renewed vigor, to take its place in the partnership between business and education at a time when the social and technological complexities of twentieth-century industry necessitate redemptive leadership of the highest order.

Lyle Yost, president and general manager of a rapidly expanding manufacturing firm in Hesston, Kan., is one of many Goshen Alumni who have found places of leadership in the business world. Others have gone into teaching and various kinds of church-related services. They work in retail stores, accounting firms, export companies and travel agencies. **Principles of Cost Accounting** are studied in the class taught my Lois Winey (below). Miss Winey has been teaching Commerce at Goshen College for more than 20 years.

Cost Accounting
Retailing
Business Correspondence
Office Management
Business Law
Marketing
Principles of Economics
Money and Banking
Corporation Finance
Public Finance
International Economics
Agricultural Economics
Introduction to Statistics
Labor Problems
Economic History of Europe
Economic History of U.S.



The Way of the Cross

Guy F. Hershberger, **The Way of the Cross in Human Relations.** Herald Press, Scottdale, Pa., 1958, pp. 424. $5.50.

Probably no one in the Mennonite Church has struggled so earnestly as Professor Hershberger to chart a social policy for Mennonites. As a believer in the necessity and the workability of Christ's ethic of love and non-resistence, Professor Hershberger has written two major works. The first is **War, Peace and Non-Resistance,** 1944, which is really a semi-official statement of the Mennonite position regarding war and the second is his most recent volume entitled **The Way of the Cross in Human Relations.**

The latter is an attempt to set forth in greater detail the ethic of Christ as the Way of the Cross and to show how Christ's teaching of love is relevant in the contemporary world. The basic difference between this book and **War, Peace and Non-resistance** is that it takes into consideration the vast changes which have taken place in the Mennonite community during the past fifteen years. Special reference is made to the "Organizational Revolution" in industry and agriculture. How can the ethic of love which once seemed to call for the simplicities of agrarian isolation, be made relevant to the complexities of social involvement?

Certainly Professor Hershberger does not answer all the stubborn questions which the book raises. However, this book does make us aware of our new situations and calls us to a more genuinely Christian attitude toward wealth and power. His most prophetic section is contained in the chapter entitled, "If the Salt has lost its Savor." Here he points to the inroad of secularism and selfishness among Mennonites and he calls for a return to the brotherhood ethic of the Anabaptist-Mennonite traditions set within the conditions of the modern world. This book should be read by all Goshen alumni.

J. Lawrence Burkholder.

Guy F. Hershberger

Studies Baffling Hormones

Work which may help explain the role of a baffling chemical substance widely distributed in the body is now under way at Kent State University by Professor Emanuel C. Hertzler, GC graduate of 1938.

Dr. Hertzler, whose study is supported by the American Heart Association, is seeking to understand how this substance —serotonin—acts on the nervous system.

Serotonin is sometimes called a "muscle-contracting hormone." It may play a part in the regulation of blood pressure in humans. In addition, it also seems to have some significance in mental diseases, in allergic diseases such as asthma, in arthritis and related diseases, and it is produced by a certain type of cancer. But its exact action in health and disease has not yet been determined.

Working with a piece of rat nerve, Hertzler has recorded the effect of serotonin upon transmission of electrical impulses in the living nerve. With the nerve hooked up by wires to an electrical recording tube, or oscilloscope, its activity in response to an electrical stimulus appears as a leaping point of light which is photographed for the record.

The experiments thus far indicate that serotonin has an unexpected effect. It seemed to increase activity in the piece of rat nerve used in Hertzler's experiments.

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St. or Rte. .... **St. or Rte.** ....

City .... **City** ....

This is unusual because work by other medical investigators on other nerves that were still in the animal showed the opposite effect. Serotonin blocked the nerve activity.

Professor Hertzler is careful to point out that it is too early to draw any conclusions from his initial experiments. The study is now being carried out on the rat nerve without removing it from the animal.

However, should future study of serotonin support the initial findings, it might give research workers a new idea of how this peculiar body chemical may regulate or modify nerve activity. This, in turn, might throw more light on how this chemical, through the nerves and muscles, affects blood pressure.

Professor Hertzler's interest in serotonin was stimulated in 1957 when he joined the Cleveland Clinic Research Division under a summer research grant from the American Physiological Society. Returning to Kent after the summer, he obtained a Heart Association grant which enabled him to continue his laboratory studies on the action of serotonin in the nervous system. Two students working towards their master's degree are assisting in the research.

Emanuel C. Hertzler

Personals

Voting at their annual meeting, 272 members of the Indiana Bankers Association elected **Clifford P. Martin** 27, to serve as president of their regional association. Martin is president of the First Old State Bank in Elkhart, Ind.

Tilman R. Smith 28, former Superintendent of Schools at Eureka, Ill., has been elected fifth President of Hesston College, Hesston, Kans. He will assume his new responsibilities on July 1.

Allen 30, and **Nellie (Miller)** 31 **Ebersole** enjoy their M.C.C. teaching assignment in Newfoundland. They have 60 pupils in a two-room school where Nellie teaches the first four grades and Allen the next five. Of 38 families in the fishing village of Woodstock, all but four are on relief and there is much financial need. Besides their teaching, the Ebersoles also help with the local church services.

Eugene Hess 44, a 1958 graduate from Indiana University (M.A. in Social Work), is presently serving as a caseworker with the Family and Children Center, Mishawaka, Ind.

Elbert 45 and **Arlene (Miller)** x47, **Smith** now live in Grantham, Pa., where Elbert teaches in the Bible Department of Messiah College and serves part-time in student solicitation for the Public Relations Office. Arlene directs the Junior Choir in their local church, and is a member of the Studio Singers, a new organization sponsored by the Grantham Oratorio Society.

If any of you want to build a diatomaceous earth filter plant contact **Hershey Bumstead** 48. He just designed and supervised the construction of the largest such plant in the U.S., located at Riverside, Calif. Hershey is an engineer for the City Water Department and is eager to get water from the Colorado River flowing through the new filter plant.

Just one month after the death of his wife Kay, **Arnold Luedres** 49, wrote that in spite of this unexpected tragedy, he and his two sons, ages 6 and 3½, will carry through with plans to return for a second term of missionary service in Liberia, Africa. Arnold is associated with the missionary broadcasting station ELWA.

Student Prospects

Albrecht, Mark Calvin, second son, fouth child of **Stanley** and **Althea (Long)** x52 **Albrecht**, Tiskilwa, Ill., Jan. 7.

Bair, James Michael, second son, fourth child of **Ray** 47 and **Lillian (Oswald)** 49 **Bair**, Louisville, O., Sept. 11.

Baker, Rebecca Sue, second daughter, fifth child of **Robert J.** 42 and **Anna Mae (Moyer)** 43 **Baker**, Elkhart, Ind., Sept. 15.

Bodager, Dean William, first child of **Don** 57 and **Doris (Oesch)** x59 **Bodager**, Goshen, Ind., Aug. 29.

Bontrager, Pamela Alane, second daughter of **Marion** 49 and **Eloise (Miller)** x49 **Bontrager**, Goshen, Ind., Dec. 2.

Braun, Christina, daughter of Mr. and Mrs. **Christian Braun** 58, Goshen, Ind., Dec. 19.

Breckbill, Bruce Alan, second son of **Willis** 54 and **Ina Ruth (Krabill)** 52 **Breckbill**, Biglerville, Pa., Oct. 7.

Brilhart, Daniel Lee, second son, third child of **Earle** 33 and **Marnetta (Yake)** 47 **Brilhart**, Scottdale, Pa., Dec. 27.

Burkholder, Christina Elise, first child of **Charles** 55 and **Ruth (Zook)** 55 **Burkholder**, Columbus, O., Sept. 21.

Chupp, Kenneth Wayne, second son of **Menno** x57 and **Lucile (Hoover) Chupp**, Goshen, Ind., Sept. 20.

Cross, Milton Stanley, son of **Stan** and **JoAnn (Carlin)** 52 **Cross**, Goshen, Ind., Jan. 8.

Diener, Lance Jay, third son, fourth child of Mr. and Mrs. **Herman Diener**, 52, South Hutchinson, Kan., Jan. 16.

Diller, Samuel Frey, third son of **Paul** 52 and **Maxine (Frey)** 50 **Diller**, Toledo, O., Nov. 22.

Eigsti, Calvin Lee, second son, fourth child of **Joseph M.** w41 and **Jean (Litwiller)** x50 **Eigsti**, Buda, Ill., Oct. 27.

Eschleman, Leanne, first daughter, second child of **Daniel Rohrer** 45 and **Mabel (Horst) Eschleman**, Nazareth, Ethiopia, Oct. 24.

Esmonde, Kelley Deanne, first child of **Larry** x60 and **Susan (Bowsher)** x60 **Esmonde**, Denver, Colo., Oct. 3.

Gingerich, Grant Albert, second son of **Mervin** and **Delphine (Snider)** x50 **Gingerich**, Waterloo, Ont., Oct. 25.

Good, Edgar Reginald, third son, fourth child of **Howard** 45 and **Pauline (Cline)** 47 **Good**, Preston, Ont., Aug. 31.

Good, Joanne Kay, second daughter, fourth child of **Walter** w47 and **Lorene (Nafziger)** x51 **Good**, Armington, Ill., Sept. 13.

Graber, Jeanne Ellen, daughter of **Daniel** 55 and **Mary (Soldner) Graber**, Goshen, Ind., Nov. 12.

Gross, Suzanne Elaine, first child of **Leonard** 53 and **Irene (Geiser) Gross**, Goshen, Ind., Nov. 21.

Hackett, Ann Laureen, first daughter, second child of **Gerald** and **Marjorie (Steiner)** 54 **Hackett**, Orrville, O., Sept. 2.

Hartzler, Alan Wayne, son of Mr. and Mrs. **Ellwyn Hartzler** 52, Pandora, O.

Hostetler, Scott Regan, second son, third child of **Dewey** and **Bernice (Lehman)** x51 **Hostetler**, Harper, Kan., Dec. 22.

Johnson, Linda Dianne, second daughter of **Dale** x53 and **Rosa (Diener)** x57 **Johnson**, Estacada, Ore., Sept. 10.

Kabira, Jon, first child of **Kiyoshi** and **Wanda Lee (Weaver)** 52 **Kabira**, Naha, Okinawa, Nov. 1.

Kauffman, Sanford Wayne, first son, fourth child of **Joe I.** 56 and **Naomi (Albrecht)** x54 **Kauffman**, Plain City, O., Oct. 12.

Kenagy, Carmen Maria, second daughter, second child of **Ben** 51 and **Kathleen (Erb)** x53 **Kenagy**, Aibonito, P. R., Nov. 12.

Klerk, Evelyn Louise, second daughter of Mr. and Mrs. **Nathan Klerk** 55, Mishawaka, Ind., Nov. 24.

Klopfenstein, Debora Sue, first child of **Robert** 58 and **Janet (Mumaw)** x59 **Klopfenstein**, Smithville, O., Oct. 23.

Kreider, Franklin Charles, fifth son of **J. Robert** 44 and **Virginia (Stalter)** x42 **Kreider**, Goshen, Ind., Oct. 22.

Landis, Gwendolyn Sue, first daughter, third child of **David W.** 47 and **Mary (Wenger)** 47 **Landis**, Lititz, Pa., Oct. 18.

Landis, Timothy Noah, fourth son of **Eldon** 48 and **Alice (Strom)** 48pt **Landis**, Jackson, Minn., Sept. 19.

Lehman, Jane Louise, third daughter, fourth child of **David** x50 and **Doris (Liechty)** 50 **Lehman**, Aibonito, P. R., Oct. 21.

Mann, Beth Ann, first child of **Phillip M.** and **Mary (Hostetler)** 56 **Mann**, Indianapolis, Ind., Nov. 9.

Mann, Robin Elizabeth, daughter of **LeRoy** 50 and **Arvie Mann**, Grantham, Pa., Oct. 13.

Mark, Jeffrey Albert, first child of **Richard** x55 and **Ruth (Litwiller)** x56 **Mark**, Aibonito, P. R., Nov. 23.

Martin, Lee Allen, second son of **John R.** 55 and **Marian (Landis)** x56 **Martin**, Hyattsville, Md., Dec. 30.

Meyer, John Frederick, first child of **Frederick E.** 55 and **Miriam (Gross)** 55 **Meyer**, Mountain Home, Ark., Oct. 10.

Miller, Brent Duane, second son of **Bruce D.** 53 and **Charlene (Miller)** 56 **Miller**, Millersburg, O. Dec. 2.

Miller, Pamela Kay, first child of **Gorman** and **Patricia (Mishler)** 56 **Miller**, New Paris, Ind., Oct. 12.

Miller, Neil Robert, sceond son, second child of **William F.** 55 and **Phyllis (Ramseyer)** 55 **Miller**, Smithville, O., Dec. 16.

Miller, Rosina Fawn, second daughter, third child of **Vern** 51 and **Helen (Hostetler)** 51 **Miller**, Cleveland, O., Sept. 22.

Moore, Maureen Elizabeth, fifth daughter, sixth child of **Raplh** x49 and **Sophia E. (Brenneman)** 54 **Moore**, Goshen, Ind., Oct. 17.

Myers, Thomas Dale, first son of **Paul D.** and **Pauline (Miller)** x51 **Myers**, Lowville, N. Y., Dec. 2.

Nafziger, Lee Ann, first daughter, second child of **Eldon Dean** x53 and **Laverne (Vogt)** 54 **Nafziger**, Hopedale, Ill., Dec. 6.

Neufeld, Cheryl Dawn, second daughter, third child of **Archie** and **Ruth (Cutrell)** x55 **Neufeld**, Derby, Colo., Oct. 25.

Oesch, Debra Sue, fourth daughter, fifth child of **Myron** x52 and **Murlene (Garber)** x54 **Oesch**, Middlebury, Ind., Sept. 23.

Reist, Christopher, first child of **Donald** 52 and **Ilse (Hochstettler) Reist**, Scottdale, Pa., Dec. 11.

Rensberger, Jeffrey Lee, son of **Melvin** and **Lois (Yoder)** x45 **Rensberger**, Goshen, Ind., June 20.

Rivera, Rose Anita, first child of **Julio** 58 and **Thelma (Roupp)** 54 **Rivera**, Elkhart, Ind., Aug. 11.

Santiago, Richard David, second child of **Fidel** and **Patricia (Brenneman)** 53 **Santiago**, Cayey, P. R., Sept. 8.

Schrock, Dale Allen, second son of **Daniel D.** and **Alice (Shetler)** x55 **Schrock**, Lagrange, Ind., Oct. 5.

Shaum, Donita Lynne, first child of **James** and **Esther (Troyer)** 56 **Shaum**, Engadine, Mich., Sept. 20.

Shetler, Debra Ann, first child of the late **Warren** x60 and **Martha (Landes)** x60 **Shetler**, Denver, Colo., Nov. 14.

Springer, Christina, second daughter, fourth child of **Nelson** 41 and **Betty (Weber)** pt.55 **Springer**, Goshen, Ind., Nov. 21.

Studer, Jerri Lynn, first child of **Gerald** 49 and **Marilyn (Kreider)** x52 **Studer**, Smithville, O., born Sept. 22, 1958, adopted Dec. 12, 1958.

Suderman, Mark Jeffrey, first son, second child of **John** 54 and **Alice (Kaufman)** x57 **Suderman**, Carmel, Ill., Oct. 24.

Sutter, Susan Annette, second daughter, fourth child of **Lester** 57 and **Marietta (Egli) Sutter**, Kokomo, Ind., Nov. 13.

Swartzentruber, Evon Louise, first daughter, third child of **Clayton** 52 and **Margaret (Risser)** Swartzentruber, Orrville, O., Dec. 8.

Thiesen, Douglas Paul, son of **Harold** s50 and **Marie Thiesen**, Donnellson, Ia.

Troyer, Jerome Peter, first child of **Cleo** x55 and **Maryon (Schellenberg) Troyer**, Waterford, Pa., Nov. 14.

Ulrich, John Franklin, first son, second child of **Frank** x55 and **Cara (Frey)** x55 **Ulrich**, Archbold, O., Oct. 27.

Wenger, Terry Duane, third son of **Walter R.** and **Shirley (Birky)** x56 **Wenger**, Hebron, Ind., Sept. 2.

Wengerd, Ann Luree, second daughter of **Ivan** 58 and **Ethel (Birky)** x52 **Wengerd**, Nappanee, Ind., Dec. 28.

Wilson, Brian William, third son of **William** and **Lois (Musselman)** 42 **Wilson**, Biglerville, Pa., July 21.

Yoder, Neal Allen, first son, second child of **Melvin A.** 50 and **Betty Mae (Burkey)** 55 **Yoder**, Goshen, Ind., Sept. 16.

Zehr, Jeffrey Stuart, third son of **Jay** x55 and **Carolyn (Sommer) Zehr**, Champaign, Ill., Jan. 5.

Zeiset, Patricia Annette, third daughter of **George S.** x53 and **Bernice (Yoder) Zeiset**, Bally, Pa., Sept. 1.

Zerger, Peter Eric, first son, second child of **Myron** 56 and **Ardis (Brenneman)** 51 **Zerger**, Elkhart, Ind., Nov. 2.

Personals

From Russellville, Arkansas comes word that **Kenneth R. Walker** 49, is affiliated with Arkansas Polytechnic College as Assistant to the Dean and Associate Professor of History and Political Science.

Martin Friedmann x51, known to **Newsletter** readers for his Around the World trip "On a Violin," now lives at Wilkes Barre, Pa., where he serves as Professor of Music at Wilkes College. Every Saturday he teaches a class at Juilliard School of Music in New York. He spends another day each week at Misericordia College in Scranton, Pa., and besides all this is the conductor for the Wilkes Barre Symphony Orchestra.

In July, Dr. **Charles** x52 and **Betty (Sommer)** x49 **Gohn** will complete their first year of residence in the Kidron, O., community where Charles is engaged in general medical practice.

The Department of Psychiatry of the University of Cincinnati College of Medicine now boasts a GC alumnus on its faculty roster, as **James N. Miller** 53, is serving there as an instructor in psychiatric social work. He is associated with the out-patient clinic which is the teaching clinic for psychiatric residents from the University.

Weddings

Aug. 15—**Walter E. Zehr** x60, Lowville, N. Y., and **Pauline Bauman** pt58, North Lima, O., at the North Lima Mennonite Church, by Elias M. Zehr, father of the groom, and **David Steiner** x45.

Aug. 23—**Clifford Kauffman** 57, West Liberty, O., and **Arlene Litwiller** 57, Tremont, Ill., at the First Mennonite Church, Morton, by Kenneth G. Good.

Aug. 23—**Donald L. Lukeman** x59, Hammond, Ind., and **Dorcas Ellen Keim** x60, Kokomo, Ind., at the Eighth Street Mennonite Church, Goshen, by **Ray Keim** 55, brother of the bride.

Aug. 23—**Avery Zook** x58, Orrstown, Pa., and **Hazel V. Stone**, Bainbridge, Pa., at the Crossroads Brethren in Christ Church, Florin, Pa., by Samuel Brubaker.

Aug. 24—**LeRoy Yoder** 60 and **Maxine Lois Mumaw** x59 both of Dalton, O., at the Martins Mennonite Church, Orrville, O.

Aug. 28—**Clyde Ackerman** and **Margaret Bauer** 49, both of Morton, Ill., at the Metamora Church parsonage, Metamora, Ill., by **Roy Bucher** 51.

Aug. 30—**Dennis Zimmerly**, Sterling, O., and **Lois Martin** x61, Rittman, O., at the Crown Hill Mennonite Church, Rittman, by **John M. Drescher** 54.

Sept. 13—**Nobuyuke Nakajima** 53, Cleveland O., and **Ann McCallister** at the Brooklyn United Presbyterian Church, Cleveland, O., by William Turnbull.

Sept. 18—**Wolfgang Schultz** x55 and **Christel Ewert**, both of Berlin, Germany, in Frankfurt.

Sept. 20—**Ronald W. Hostetler** x61, Dalton, O., and **Anna Mae Beyeler**, Orrville, O., at the Crown Mennonite Church, Rittman, O., by **John M. Drescher** 54.

Sept. 21—**Ronald Wyse**, Midland, Mich., and **Barbara Nafziger** x58, Minier, Ill., at the Hopedale Mennonite Church by **Ivan Kauffman** 49.

Sept. 27—**Clayton Martin**, Sarasota, Fla., and **Zelma Frey** 52, Archbold, O., at the Zion Mennonite Church, Archbold, by P. L. Frey.

Oct. 4—**Ben Reschly** x60, Wayland, Ia., and **Margery Gerber** 59, Orrville, O., at the Orrville Mennonite Church by **Ray Keim 55.**

Oct. 4—**Levi Yoder, Jr.**, x59, Topeka, Ind., and **Dorcas Gertrude Troyer** x60, Elkhart, Ind., at the Prairie St. Mennonite Church, Elkhart, by **Jacob F. Weirich** x48.

Oct. 11—**Sol Yoder, Jr.** x51, Lancaster, Pa., and **Naomi Kennell** at the Haddonfield Friends Meeting House, Haddonfield, N. J.

Oct. 18—**Glenn G. Landes** 58, Lansdale, Pa., and **Lavonne Delores Taylor** x60, Menahga, Minn., at the Eighth Street Church, Goshen, by **Robert W. Hartzler** 41.

Oct. 18—**Loren D. Moser** and **Grace M. Liechty** 58, both of Berne, Ind., at the West Missionary Church, Berne, by G. R. Magary.

Oct. 25—**Albert Zook** x60, Smithville, O., and **Anna M. Kreider**, Hannibal, Mo., at the Lion Street Mennonite Church, Hannibal.

Nov. 1—**Vernice Bixler** x57, and **Ruth Mae Sommers** 58, both of Orrville, O., at the Martins Mennonite Church, Orrville, by Irvin Nussbaum.

Nov. 8—**Marion Mast**, Dalton, O., and **Norma Kornhaus** x61, Orrville, O., at the Martins Mennonite Church, Orrville, by **Stanford Mumaw** x31.

Nov. 8—**Elton Pfile** x58 and **Anita Marner** x59 both of Freeport, Ill., at the East Union Church, Kalona, Ia., by **Richard Yordy** 45.

Nov. 22—**Will Rempel**, Meade, Kans., and **Alta Beyler** 54, Protection, Kans., at the Protection Mennonite Church by **Clayton Beyler** 43.

Dec. 22—**Robert Lee** 59, Portland, Ore., and **Nancy Burkholder** fac., Harrisonburg, Va., at the Goshen College Union Lounge, by **J. D. Graber** 25.

Report From A Med-Student's Wife

by
Carol
Teuscher
Beachey
'58

Carol comes home from an office typewriter to face a term paper—Ed's.

I consider myself one of the luckier women in the world, being a med-student's wife, although "putting hubby through" is proverbially looked upon as a one-woman war against inflation. Perhaps the secret of making the struggle fun is having an interesting job. Like mine.

Around the office we're known as the Bloodhounds. Officially, however, my coworkers and I constitute the Research Department of "Together" and the "New Christian Advocate," both excellent new magazines, by the way. They are official publications of the Methodist Church.

My job as Editorial Research Assistant branches out over a wide area, although I make my headquarters in the library and work primarily with the master manuscript files. Much of the time my job carries me all over Chicago, digging up research on articles, verifying facts or lines or statistics which authors have glibly quoted.

In a given day, I might be found in the Art Department of the Chicago Public Library, scanning pictures of early Latvia to find ideas for a staff artist's illustration. Or I may be on the phone trying to find out from the Spca whether or not raisins and nuts are suitable morsels to feed the average bird.

Once a month I'm on loan to the News Department, working on the area news supplements to "Together." I do two supplements, Indiana and Syracuse, four pages each. The copy is sent in from area editors, and we take it from there, doing all the layout, picture cropping, rewriting, gluing, crowding and sweating. I usually complete a supplement in a day and a half, although a rushed deadline may mean a hectic no-lunch, one-day job.

As you can see, I have no time to become bored, and coming home to a husband with his head lost in a sea of nerves and muscles and bones is not too frustrating. I fall asleep almost before dinner is over, and the only words I've heard from him are ". . . did you know that the extensor carpi radialis arises from the lateral supracondylar ridge?" No, I didn't, I say, and thanks for telling me because you never know what somebody might ask the Research Department.